Hombres Con Honor:
A Culturally Relevant Batterer’s Intervention Curriculum for First Generation Hispanic Male Domestic Violence Offenders

By

Antonina Bustamante

A Community Project Submitted to the
Department of Social Work
California State University Bakersfield
In Partial Fulfillment for the Degree of
Masters of Social Work

Spring 2009
Hombres Con Honor:

A Culturally Relevant Batterer's Intervention Curriculum for First Generation Hispanic Male Domestic Violence Offenders

By

Antonina Bustamante

This community project has been accepted on behalf of the Department of Social Work by her faculty supervisor:

Bruce D. Friedman, Ph.D.

Community Project Faculty Supervisor
Hombres Con Honor: A Culturally Relevant Batterer’s Intervention Program for First Generation Hispanic Male Domestic Violence Offenders

Antonina Bustamante

California State University Bakersfield
Acknowledgements

All that I am an ever hope to be, I owe to my Lord and God, without whom none of this would be possible. He has provided me with strength, courage, wisdom and guidance to walk a wonderful yet difficult and challenging path.

To my incredible husband Tom, who picked up my slack, load, and burden for the past three years. Your support, love and encouragement are gifts I can never repay you for, words are not enough. I thank God every day that He blessed me with you. Thank you for not letting me quit, listening to me complain, and drying my tears, I love you.

To my children, Miah, David, Matthew, Michael, and Alisa, you are awesome. I am privileged to be your mother and I thank you for your support and love during my studies. Nothing I learned in all my education compares with what I learn every day from you. Thank you for teaching me to be a better mom and person, I love you all.

To my Jefe, Abel Fernandez, thank you for your many years of support. Thank you for allowing me to go to school and work for you all these years. You have been an excellent mentor, boss, and friend, thank you.

Lastly, I humbly thank the wonderful culture and heritage of my family. The Hispanic culture has taught me where I came from, who I am, and where I am going, for this I am eternally grateful. The beautiful tapestry of ethnicity, language, traditions, and customs of the Hispanic culture continues to enrich and enhance my life. I am truly blessed to be part of such a wonderful, diverse, and genuine group of people, thank you.
### Table of Contents

Abstract .................................................................................. 4
Introduction .............................................................................. 5
Methodology ........................................................................... 15
Results ................................................................................... 16
  Gender Roles ......................................................................... 16
  Marianismo ........................................................................... 17
  Familism ............................................................................... 18
  Family Composition ............................................................. 19
  Male Control/Dominance ....................................................... 19
  Socio-Economic Stressors ..................................................... 20
  Acculturation ......................................................................... 22
  Substance Abuse .................................................................... 23
  U.S. Law vs Country of Origin Law ......................................... 24
  Intergenerational Violence .................................................... 26
  Immigration ............................................................................ 28
  Positive Culture ...................................................................... 29
Discussion ............................................................................... 31
Implications for Social Work .................................................. 32
References ............................................................................... 33
Appendix A: Curriculum Topic Outline
Appendix B: IRB Approval Letter
Abstract

There are Batterer’s Intervention Programs that are mandated by courts but none of them address specific cultural factors. This curriculum will be comprised of topics aimed at enhancing cultural relevance to a current Court Mandated Batterer’s Intervention Program for first generation Hispanic male perpetrators of domestic violence. Though differences and similarities exist between first generation and their successors, this curriculum will target first generation Hispanics. Currently, Alba Counseling Center uses general batterer intervention curriculum material translated from English to Spanish for their first generation Hispanic participants. The need for a culturally relevant curriculum is evident both by the review of empirical research as well as by the feedback of the steering committee for this project. The steering committee for this project is composed of several facilitators who currently provide batterer intervention groups for the targeted population. The combined findings of feedback from the steering committee along with data collected from literature reviews will produce the topics to be used for the proposed curriculum. This new curriculum will be a combination of foundation topics used at Alba Counseling and the culturally relevant topics found through this research.
Introduction

“Courage is rightly esteemed the first of human qualities because, as has been said, it is the quality which guarantees all others (Churchill, 2007)” Courage accurately describes the first quality needed to address the increasingly common problem of Domestic Violence in our society. Although our nation has made many changes in the way we view domestic violence, the complexities and numerous variables contained in this social ill requires more than one perspective to properly address it. Courage was needed for a society to no longer tolerate the notion that “it is better to draw the curtain, shut out the public gaze, and leave the parties to forgive and forget” (Berry, 2000). Courage is needed for a victim to recognize the many debilitating factors that keep her or him in an abusive relationship. Courage is needed for a batterer to not just go through the motions of mandated groups but to face the reflection of destructive patterns that lie within and begin the long painful process of change.

Alba Counseling Center, ACC, has provided court mandated services in Kern County since 1995. Their services include Parenting, Anger Management, and Domestic Violence Awareness Groups. ACC is also the largest provider of Spanish speaking batterer intervention groups in Kern County. ACC’s mission statement is “to promote healthy non-violent relationships through personal awareness and education of the law” (Fernandez, 2008). ACC has provided services for Spanish speaking domestic violence offenders since 1995.
What is Domestic Violence?

As with any social ill, domestic violence has a vast array of subjective and objective definitions. To provide a brief, concise and comprehensive definition, this paper will define domestic violence as; “a pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner” (Fernandez, 2008). Domestic violence, D.V., can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone. Domestic violence in itself contains several types of abuse of which a perpetrator may use individually or in combination. The types of abuse contained in domestic violence include physical, emotional/psychological, verbal, sexual, and economic. The National Domestic Violence Hotline provides the following examples for each type of abuse;

1. Physical Abuse: Hitting, slapping, shoving, grabbing, pinching, biting, hair-pulling, biting, etc. Physical abuse also includes denying a partner medical care or forcing alcohol and/or drug use.

2. Sexual Abuse: Coercing or attempting to coerce any sexual contact or behavior without consent. Sexual abuse includes, but is certainly not limited to marital rape, attacks on sexual parts of the body, forcing sex after physical violence has occurred, or treating one in a sexually demeaning manner.

3. Emotional Abuse: Undermining an individual's sense of self-worth and/or self-esteem. This may include, but is not limited to constant criticism, diminishing one's abilities, name-calling, or damaging one's relationship with his or her children.
4. Economic Abuse: Making or attempting to make an individual financially dependent by maintaining total control over financial resources, withholding one's access to money, or forbidding one's attendance at school or employment.

5. Psychological Abuse: Causing fear by intimidation; threatening physical harm to self, partner, children, or partner's family or friends; destruction of pets and property; and forcing isolation from family, friends, or school and/or work (National Domestic Violence Hotline, 2009).

The Significance of Culture

Why is culture such a significant aspect of service delivery? If the problem is defined, and interventions developed, why must interventions be culturally appropriate? Lum, (1999), states that culture is a main component in the helping process. Lum further contends that the problem perspective, expression of the problem, the treatment provider and the treatment are all defined by culture (Lum, 1999). McGoldrick, et.al (2005) expresses the need for belonging, and identity with one’s own people as a basic psychological need. McGoldrick, et.al (2005) content that ethnicity has a powerful influence in the manner in which we think, feel, and behave, despite our lack of awareness to it. Ethnicity and culture is not exclusive to minority populations, in fact, the dominant culture in America, European Americans, also have their own ethnicity (Lum, 1999). Lum (1999) states that European Americans form eighty percent of the population and their cultural awareness of European roots has simply faded over time. The *White American Dilemma* is known as the dominant group, European Americans, not having an ethnic identity, identifying themselves as *Americans*. This perspective allows for the
dominant group to view ethnicity as something pertaining to others and not found in them (Lum, 2003).

The United States has been seen as a melting pot of different cultures and races, yet the “meting” extracts the very essence of well being from minority populations. Hispanic culture defines itself as “high context” and family centered which require different interventions than the individualistic dominant culture of the United States (Lum, 2003). Lum (2003) outlines the following worker –system practice areas relevant to Hispanic populations; contact, relationship protocols, problem identification, and interventions. In the contact portion, Lum (2003) recommends workers convey trust to their clients, informing them that the worker is not mandated to report immigration status. It is further recommended the worker expand their knowledge on services and resources available to undocumented clients. The area of relationship emphasizes the importance of respect in the worker client relationship. Self disclosure is also considered necessary to demonstrate the worker’s humanness. For example, a worker may identify the common struggles working parents face, or the optimism of adapting to a new culture and system with help. Communication style is also embedded in the worker-client relationship context. Keeping in mind the Hispanic family structure and asking parents’ permission to engage children is crucial to the concept of respect. Workers should strive to communicate in patient and kind manners with clients. Problem identification stresses the need to address underlying issues and needs slowly and respectfully. Hispanics may initially avoid certain problems out of fear and shame. Workers can address issues of immigration and mental illness in a gradual respectful manner after trust has been established. When developing interventions, the worker should ask; does the intervention
help solve the problem without drawing attention to immigration officials? Does the intervention respond to the cultural preferences of the client? Does the intervention include natural support systems and incorporate religion and belief systems of the client? Does the intervention use culturally viable methods such as narratives or sayings (Lum, 2003)? McGoldrick et al. (1982) contends that problems cannot be diagnosed or treated without first understanding both the seeker’s and helper’s frame of reference. People have different frames of reference for their experiences of pain, symptoms, how they communicate pain, beliefs of the cause, attitudes toward the helper, and the treatment they desire or expect (McGoldrick, Pearce and Giordano, 2005). All of these factors must be considered when developing culturally relevant interventions for first generation Hispanic male domestic violence offenders.

Domestic Violence Statistics

The National Institute of Violence reports that approximately 1.3 million women a year are assaulted by an intimate partner in the United States each year (Thonnes, 2007). Additional studies reveal that 40 to 50 percent of all women murdered in the United States are results of intimate partner homicides (Campbell, 2007). In California alone, 176,299 domestic violence related calls were made to law enforcement agencies, resulting in 43, 911 arrest for domestic violence offenses in 2006 (National Coalition Against Domestic Violence, 2005). It is estimated that approximately $5.8 billion dollars a year are spent on domestic violence related health costs. Of that amount $4.1 billion are used on direct medical and mental health services, with $1.8 billion used on indirect costs such as loss of wages or productivity in the workplace (Domestic Violence Resource Center, 2009). Specifically, in Kern County, Kern County Sherriff’s Department
responded to 1,448 calls of domestic violence while Bakersfield Police responded to 3,212 calls in the year 2007. Additionally, Child protective services received 1,059 referrals citing domestic violence, also in 2007 (Domestic Violence Advisory Council of Kern, 2008).

In reviewing the literature we find that 54 percent of Hispanic women in the US report being victims of violent crimes (Murdaugh, Hunt and Sowell, 2004). Additionally, the Violence and Policy Center reported Hispanic females as having the highest rates of domestic violence as compared to white women and women of color (America, 2001). However, research into severity rates of domestic violence among Hispanics is contradictory at best. Mixed findings include American Mexican women reporting significantly higher rates of domestic violence than Mexican and Anglo women. Conversely, another study found the highest rates of domestic violence in Anglo women, while yet another study reveals that fifty percent of immigrant women suffered abuse from their partners (Rhodes and McNown, 2005). Much of the research itself may be impacted by culture, as we find that culture affects every aspect of domestic violence, even in the manner in which it is reported. Many cultural factors such as family loyalty, shame, and respect are variables to the validity of Hispanic victim reporting (Rhodes and McNown, 2005). Cultural factors impacting domestic violence in Hispanics is a worthy area of research for the fastest growing group in America, who as of 2005 comprised thirteen percent of our nation’s population (Frias and Angel, 2005). The latest information from the U.S Census in 2008 places Hispanics at the top of the demographic chart with 45.17 percent of Kern County’s population, followed by 42.68 percent white (Gaspar, 2008). Comparisons of domestic violence reports between Whites and Hispanics
for the year 2000 showed greater level for Hispanics which ranked at 10.5 to 17.3 percent with whites reporting between 3.4 and 11.6 percent (Betancourt-Saez, Lam Trung and Nguyen, 2008). A study of female homicides in Hispanic countries reveal that 60 to 70 percent of all female homicides were committed by a partner, ex-partner, or male relative (Betancourt-Saez, Lam Trung and Nguyen, 2008). The same study states that only 15 to 25 percent of domestic violence is reported in Hispanic countries (Betancourt-Saez, Lam Trung and Nguyen, 2008).

The Legal System and Domestic Violence

Currently in the State of California, perpetrators convicted of domestic violence are mandated to participate in a Batterer Intervention Program, BIP. BIPs are regulated by the State of California Penal Code 1203.097. This code regulates all components of the BIP from intake, fees, attendance, core topics to be used in the program, successful completion, facilitator requirements, and monitoring of BIP compliance to the code. PC 1203.097 states core topics taught at BIPS must include “Educational programming that examines, at a minimum, gender roles, socialization, the nature of violence, the dynamics of power and control, and the effects of abuse on children and others” (State of California Penal Code, 2008). Basic requirements for participants are that they attend 52 weeks of same gender groups, substance free, in which the above topics will be addressed. Other than a requirement for “program content that provides cultural and ethnic sensitivity”, no direct guidelines are provided for cultural relevance with in BIPs (State of California Penal Code, 2008).

Culture and Domestic Violence
Culture is known as shared beliefs and behaviors which promote a sense of group solidarity (Rhodes and McNown, 2005). Although domestic violence is not confined to a specific culture, it can be ascertained that cultural differences exist in how domestic violence is perpetrated. The lack of attention to cultural differences within domestic violence research and service provision has lead to the generalization of services for both victims and perpetrators regardless of their cultural backgrounds. Early research in domestic violence posted that dynamics related to abuse were similar for all ethnic, racial, and cultural backgrounds (Frias and Angel, 2005). The need for culturally relevant interventions for perpetrators is expressed by service providers and researchers alike. The Violence Against Women Network states that provision of culturally competent programs should not be optional but rather considered a necessity for success (Berkowitz, 2004). Moreover, research shows that because of “cultural issues, domestic violence and its effects on women of different cultures may differ” (Eldelson, 2007). National surveys on batterer intervention programs reveal that most programs do not address culture as a significant component of domestic violence. The survey further shows that in most programs, “little or no effort is being made to understand or accommodate the needs of minority populations” (Zellerer, 2003). The study recommends that programs for abusive men must become culturally competent to properly address the violence in the context of the batterer’s culture (Zellerer, 2003).

The previously provided definition of domestic violence describes various forms in which domestic abuse is perpetrated. Culture is yet another context which shapes the ways groups of people interpret, commit, and respond to violence. Certain acts such as a punch in the face may be universally recognized as violence. Yet how does one explain
that among Hispanics domestic violence rates are higher for cohabitating couples as opposed to legally married couples when compared to their White and African American counterparts? (Eldelson, 2007). Perhaps it is because culture accounts for “perception of difference” a “separation from the mainstream, of shared language, values, norms and experiences” (Rhodes and McNown, 2005). Therefore, if culture influences experiences such as abuse and how it is perpetrated, then we can understand that abusers from different cultures enter intervention programs with different perspectives on what abuse is and how to respond to it. Yet the current one size fits all interventions are widely used with little if any regard to how culture impacts the abuser’s subjective and objective world view. When viewing minorities in batterer treatment, literature review shows that “counseling and treatment in a culturally sensitive manner must be mandatory so the individual can be healed” (Zellerer, 2003). Best practices for Batterer Intervention Programs were developed by experts in the field for Stop Violence Against Women. Among their recommendations were that “BIPs worldwide should make efforts to become more culturally compatible to diverse offenders” (Stop Violence Against Women, 2003).

Cultural Interventions for Hispanic Offenders of Domestic Violence

A study conducted by The Judicial Council of California, on batterer intervention programs found an over representation of Hispanics in their study with the majority of participants being Hispanic (MaCleod, 2008). Despite this over representation, very few culturally relevant curriculums exist for Hispanic domestic violence offenders. A review of the literature shows that three broad categories exist for materials addressing first generation Hispanic batterers. The first category is based on existing materials which are
merely translated form English to Spanish with very little, if any, cultural relevance. Such is the current material used at ACC. The second category is focused on re-defining gender roles and re-educating batterers to achieve equality in relationships. The third is based on the need for the batterer himself to heal from colonization, family violence, discrimination, child abuse, abandonment and other traumatic events (Carrillo and Zarza, 2006). Further attempts to address Domestic Violence within the Hispanic culture have led to victims requesting family systems interventions as opposed to traditional individual interventions. Dr. Julia Perilla worked with Hispanic victims of domestic violence and found repeatedly that the victims requested services for their battering partners. Perilla (1999) found that Hispanic women were reluctant to leave their abusive partners for reasons specifically related to culture. “Traditionally, the response to domestic violence in the United States is to rescue the women from their partners, help them establish lives of their own and then refer the cases to the criminal justice system. But for many Latinas, this approach just doesn't work” (Garza, 2001).

Other obstacles faced with providing culturally relevant interventions include the vast array of cultural diversity among the Hispanic population. It is Important to note that culturally relevant does not mean providing services in the native language. Batterers from different Hispanic countries such as Salvador, Puerto Rico, Panama, Colombia, Peru, Venezuela, and Mexico are commonly found attending groups at Alba Counseling Center. Therefore, the focus of culturally relevant interventions must focus on common themes experienced by batterers from all these cultures. Therefore, common struggles and shared experiences of batterers from these cultures should be addressed from a cultural view to allow for relevance. Themes such as low literacy in their native language,
immigration, economic struggles, and gender roles are found to be areas of commonality in the Hispanic culture (Healy, Smith and O'Sullivan, 1998).

Methodology

The purpose of this project was to develop culturally relevant topics to for first generation Hispanic domestic violence offenders. The Walter Stiern Library at California State University, Bakersfield online was used for the database search. Inclusion criteria for topic development was (a) interventions for Hispanic offenders of domestic violence, (b) impact of culture on domestic violence, and (c) risk markers for Hispanic victims of domestic violence. The social science and humanities full text database was used with key words batterer intervention for Hispanics, domestic violence and Hispanics, domestic violence and culture.

Alba Counseling Center currently provides batterer intervention groups for Spanish speaking Hispanics in Kern County. A steering committee was developed from ACC facilitators of Spanish speaking groups for this project. The facilitators on the steering committee have an accumulated total of over thirty years providing services to first generation Hispanics. Furthermore, the members of the steering committee themselves are first generation Hispanic men who have firsthand knowledge of cultural influences impacting domestic violence within the target population. The steering committee was used to provide a structural base for this curriculum as well as a feedback tool for the information obtained through literature review. The steering committee originated a list of basic topics they have found useful in their groups and wanted to continue using. These topics included psycho educational and cognitive behavioral therapy interventions.
Results

The results of the search yielded 63 peer reviewed articles on a variety of topics ranging to domestic violence victims, Hispanics and domestic violence, sexual abuse awareness, sexual abuse prevention, poverty, and alcohol and drug abuse. Articles related to culture and batterer intervention programs were found but were very limited. Articles discussing immigrants and domestic violence were also chosen due to first generation Hispanics being immigrants themselves.

The steering committee compiled the following topics to be the base for the new curriculum.


Based on literature review of the articles chosen with the inclusion criteria, certain themes and topics were found to be relevant to the Hispanic culture and domestic violence. The following is an outline of those themes along with the supporting literature.

Gender Roles

Although rigid gender roles have been long time identifying risk markers for domestic violence regardless of ethnicity or race, understanding Hispanic gender roles is vital to the re-education of first generation Hispanics. In Hispanic cultures two terms are commonly used to name and describe male and female gender roles, *Machismo* and *Marianismo*. Machismo is a mainstream term known as a Hispanic male’s dominance
and expectation of submission of his wife and children while acting in his self interest and disrespecting those under his submission (Sugihara and Warner, 2002). Characteristics of machismo include enforcing wife and child compliance, male superiority and dominance, sexual aggressiveness and the ability to consume large amounts of alcohol without becoming drunk (Flake and Forste, 2006). Machismo has also been attributed to a sense of hyper masculinity due to Spanish conquests. Machismo is described as a culturally accepted form of a male’s compensation of inferiority (Flake and Forste, 2006). Positive attributes have been found within machismo such as defending family honor, courage, and protection (Vandello and Cohen, 2003). Research recommends enhancing positive male traits found in the Hispanic culture such as good work ethics, valuing family, giving and earning respect and setting positive examples for children as a means to counter act the negative aspects of machismo (Perilla, 2009).

*Marianismo* is the opposite side of the gender coin in Hispanic cultures. If machismo is male dominance and superiority, marianismo is the expectation of Hispanic females to emulate the Virgin Mary in her ability to endure suffering. Marianismo places the expectation on Hispanic females to endure male subjugation, financial dependence on males, dedication to family and husband without individuality of self (Flake and Forste, 2006). Hispanic women are expected to conform to culturally prescribed gender roles of wife and mother, failure to do so results in being seen as a *mala mujer*, bad woman (Flake and Forste, 2006). Hispanic culture charges women to maintain family dignity regardless of the cost to her personal dignity (Vandello and Cohen 2003). Wife and mother roles are supported and encouraged by parents and husbands discouraging females to seek higher education and employment (Harris, Firestone and Vega, 2005).
Women prescribing to these rigid gender roles are more likely to not report incidents of domestic violence in an effort to maintain family dignity (Harris, Firestone and Vega, 2005). When women do not hold to traditional gender roles and seek more decision making power they are in greater risk for intimate partner violence (Harris, Firestone and Vega, 2005).

Familism

Familism refers to the Hispanic value of placing the family’s interest above individual interest (Flake and Forste, 2006). This value applies to both immediate and extended family. Familism is known as the manner in which an individual is “inextricably rooted in the family”. Familism is comprised of attitudes, beliefs, and places the family unit as the most influencing factor in the individual’s life (Bacallao and Smokowski, 2007). It is important to highlight that familism is not restricted to women, who already poses this value within their gender role. This value also applies to males, despite the contradiction that rises from their gender role of machismo. Using the concept of familism may help provide reasoning for counter arguments to domestic violence. Since familism is the act of placing one’s family ahead of one’s self, creating a safe haven, domestic violence would seem contradictory to this value (Flake and Forste, 2006). Nevertheless, despite familism being an inherent foundational value of Hispanic families, domestic violence is still prevalent in this population. Research finds familism to be a protective factor against child abuse in Hispanic families (Bacallao and Smokowski, 2007). Familism often causes families to make dramatic changes for the good of the unit. Immigration is one of those dramatic changes, the struggles, hardship, and often life threatening factors associated with immigration are often mitigated with the
chance of a better future for the family. *I did not come here to be rich or happy no. I came here to get my children ahead. I tell my children we came here for them, to be better persons. This is not a happier life. In this family, under these circumstances, we are seeds trying to grow toward the light* (Bacallao and Smokowski, 2007).

**Family composition**

This topic encompasses different aspects of family composition, from marital status to family size. Co-habitation is a different concept when applied to Hispanic cultures. As far back as colonization periods, cohabitation was sanctioned by the Catholic Church as informal sexual unions between Spanish colonizers and indigenous women (Flake and Forste, 2006). Studies demonstrate co-habitation increases risk factors for domestic violence, placing cohabitating women at two to four times higher risk for abuse (Flake and Forste, 2006). Recommendations lowering the cost of formal marriage have been made in an attempt to alleviate this risk factor. In addition to cohabitation, family size was found to be a high risk marker of domestic violence for Hispanic women (Flake and Forste, 2006). Family violence researchers agree that because of the greater stress levels associated with providing for large families, they are more prone to violence (Flake and Forste, 2006). Hispanics have a high fertility rate, 2.7 children per woman, when compared to 2.1 for North American women and 1.4 for European women (Flake and Forste, 2006).

**Male Control/Male Dominance**

As mentioned earlier, unequal gender roles in the Hispanic culture are normal and supported by the cultural and family structure. In fact, acceptance of this unequal power structure may be beneficial when applying interventions for first generation Hispanics, so
long as it does not produce abusive contexts. The Feminist perspective posits that re-
education of gender roles and power imbalances to an egalitarian power structure in
relationships are necessary for D.V. cessation (Hancock and Siu, 2008). Hancock and Sui
(2008) demonstrated the acceptance of these power imbalances by culturally educated
facilitators resulted in high levels of participation by court mandated Hispanic D.V.
offenders. Additionally, for Hispanic women and men who accept their traditional gender
roles, this power imbalance may not present as a D.V. factor (Sugihara and Warner,
2002). Unfortunately, women not prescribing to traditional gender roles and seeking
more decision making power are at greater risk for domestic violence (Harris, Firestone
and Vega, 2005). Studies, however, in gender roles and dominance reveal that men use
physical violence to punish and control their partners (Sugihara and Warner, 2002). This
same study states power is expressed through dominance, disparagement, and
restrictiveness; with restrictiveness being the most closely related to aggression in
intimate relationships (Sugihara and Warner, 2002). This study also found that in
Mexican–American men, high male power and decision making authority was associated
to physical aggression and high devaluation of intimate partners (Sugihara and Warner,
2002).

Socio-Economic Stress

General research into domestic violence established socioeconomic status as a
risk factor for domestic violence (Frias and Angel, 2005). Frias and Angel (2005) also
state that Hispanic women are at elevated risks for chronic poverty, increasing their risk
for D.V. Here again, gender role expectations play an important variable in D.V.
incidents. Traditional male gender roles in the Hispanic culture dictate that males are the
sole bread winners of the family. Loss of employment and social status of being employed may threaten the very nature of the Hispanic male’s gender role, which may result in the use of violence (Frias and Angel, 2005). Hispanic men may feel embarrassment at the need for their wife to seek employment. *I come home (U.S.) to an empty house, in Mexico... my wife would tell me, “Look, I made your favorite dish, or I made you a cup of coffee”, in the U.S. we both come home from work with the same bad mood* (Bacallao and Smokowski, 2007). Studies of Mexican-American men showed those with significantly low income reported higher incidents of D.V. in a study looking at education and income, low income was the highest predictor of male partner violence among Hispanics, more so than that of African Americans and Whites (Cunrad, Caetano and Schafer, 2002). Frias and Angel (2005) also found that low income was associated with Hispanic males inflicting injuries upon their partners.

Difficulties in adjusting to cost of living force many first generation Hispanic families to abandon cultural gender roles and have both partners work. This not only causes stress on the partner relationship but on parenting relationships as well (Bacallao and Smokowski, 2007). A female adolescent comments of her parents’ excessive work, *In Mexico, mom was always at home, when I came home from school everything was ready, food was prepared, clothes washed and ironed, I’d sit with my mom and dad to eat. (Now), I don’t see my dad for three days sometimes* (Bacallao and Smokowski, 2007). Bacallao and Smokowski (2007) studied in the effects of Immigration to the U.S from Mexicans and found that dual income families have less flexibility to absorb stressors. The same study revealed many Hispanic immigrants have work skills that do not translate to the American labor market. This results in Hispanic immigrants needing
to learn new skills in short periods of time while being limited to entry level jobs without opportunity for advancement.

Acculturation

Acculturation is known as the ability to equally function with society following cultural norms and standards (Rhodes and McNown, 2005). The process of acculturation for Hispanic immigrants is a double edge sword at best. While Hispanic immigrants have many benefits from living in the United States, acculturation may not be a desired result. In the process if living in a new country, there is a certain gain and simultaneous loss. Despite economic advantage and better living conditions which are gained, traditions, culture, language, and customs are at risk for being lost. Studies comparing the report rates of Mexican born women versus Mexican American women, found that women born in Mexico report lower rates of domestic violence (Harris, Firestone and Vega, 2005). The reasons for lower report rates do not correlate with actual lower incidents of abuse, rather, the amount reported. Several reasons are hypothesized by the study of which include acculturation. In an effort to equally function with society in cultural norms, first generation Hispanic women may begin to reject strict gender roles. As mentioned earlier, rejection of gender roles by Hispanic women results in higher risk for domestic violence (Harris, Firestone and Vega, 2005). Additionally, the study submits the notion that first generation Hispanic women have been socialized to view certain behaviors as normal for men, such as machismo. Thus, many behaviors that fall under the previously mentioned domestic violence definition may be seen as normal male behavior not needing to be reported (Harris, Firestone and Vega, 2005). Acculturation includes education of social problems such as domestic violence, and resources available for victims. Once educated,
first generation Hispanic women may begin to change their perspectives on “normal male behavior” and view these acts as abuse. Thus, acculturation may increase report rates. Additionally, the need for dual income families presents financial opportunities for Hispanic females to not be solely dependant on their spouses financially. Again, this creates greater opportunities for Hispanic females to leave abusive relationships.

Substance Abuse

The use of alcohol has long been associated with incidents of domestic violence. General studies of alcohol consumption and domestic violence reveal that 45 percent of men consumed alcohol during a domestic violence incident (Field, Caetano and Nelson, 2004). Although there is no direct causal relationship between domestic abuse and alcohol consumption, there are direct associations between the two. Field, et. all, (2004) provide several factors as reasons for the association. Alcohol is commonly known to disinhibit behavior, thus an abusive person may consume alcohol and then act out this expectation through the use of violence. Abusive individuals may purposely consume alcohol so it may serve as an excuse for their behavior. Finally, abuse and alcohol consumption have similar common predictors such as impulsivity, thus they may mimic each other in behavior. In a study comparing prevalence of risk factors in Whites, Blacks and Hispanics, Hispanics ranked highest in approval of intimate partner violence (Field, Caetano and Nelson, 2004). The same study revealed however, that Hispanics ranked lowest in using alcohol as an excuse for domestic violence when compared to Blacks and Whites. Flake and Forest (2006) found alcohol to be the most prevalent risk factor for domestic violence in Latin America. Flake and Forest (2006) state that machismo plays a role in alcohol consumption by Hispanic men. Given their gender role, men are expected
to consume large quantities of alcohol on a regular basis. Moreover, Hispanic men were found to view drinking and driving laws as “unreasonably strict”, affirming their capacity to drink and drive without harm to self or others (Worby and Organista, 2007).

Comparisons between U.S and Mexican population alcohol consumption reveal Mexicans have a lower amount of alcohol abuse and dependence (Worby and Organista, 2007). In contrast, the study shows the rates of alcohol consumption increase with acculturation and number of years living in the United States (Worby and Organista, 2007). In essence, migrating increases the occurrence if drinking in Hispanic men. Additionally, Hispanic men drink in different context than do their U.S. counterparts. Hispanic men were found to drink heavily during family gatherings and celebrations as a form of festivity. This tradition is based in a cultural context where it is believed that the presence of the family will prevent any acts of violence or aggression (Worby and Organista, 2007). Unfortunately, the same study revealed of Hispanic women surveyed in migrant clinics, alcohol was the strongest predictor of domestic violence (Worby and Organista, 2007). While the data related to Hispanic use of alcohol is conflicting, it remains a notable topic for cultural interventions in batterer treatment programs.

U.S. Laws vs Country of Origin Laws

The legal aspect of domestic violence is an important factor to consider when looking through a cultural lens. Laws are generally created for public interest, whether it be protection or benefit of the public. A culture which sanctions and accepts domestic violence may not have the needed motivation to create laws against such acts. An internet search of domestic violence laws in Hispanic countries revealed legislation for Bolivia, Ecuador, and Peru (Harvard University, 2009). All three countries defined domestic
violence as physical, psychological, and sexual abuse. All three countries provided minimal public resources for victims, all of which were provided through justice systems. Repercussions for perpetrators were limited to a maximum of three days in jail, payment of fines, and community service not to exceed three days. Additionally, all three countries required the victim to attend a mediation meeting with the perpetrator to attempt a resolution and agreement which would end the violence (Harvard University, 2009). Despite an ongoing international effort to bring violence against women to the forefront of the social conscience, Hispanic countries in general are lacking in legislation and enforcement.

UNIFEM is the United Nation’s Women’s Fund which aims to reduce feminized poverty, end violence against women, reverse the spread of HIV/AIDS among women and girls, and achieve gender equality in democratic governance (UNIFEM, 2009). In 2005, UNIFEM commissioned, on behalf of the United Nation’s Counsel of Human Rights, a study on violence against women in Mexico. The main focus of this study was the city of Juarez where 377 women have been murdered between 1993 and 2005, with an additional 33 reported missing (Erturk, 2006). Ertuk (2006) notes that the attention given to the city of Juarez is due to its approximation with the U.S. border, but it is unfortunately representative of the type of violence against women in the county as a whole. When investigating legal recourses, Ertuk (2006) found differences between state and federal legislation related to domestic violence. The Mexican federal government is yielding to international pressure for violence against women legislation reform, yet legal aspects of the Mexican constitution prevent certain advances. In her review, Erturk (2006) found that only 19 of 31 Mexican states have legislation related to best practices
for domestic violence victims. Some states have laws stipulating victims may only bring charges if she has had a history of chastity and honesty, virtues which are culturally inherent of virgins. The same state’s penal code stipulates that corporal injury to a female spouse or partner is not punishable if it is a consequence of correction from who is authorized to do so, such as a male partner or next of kin. The penal code also has a stipulation which requires that lesions caused by corporal punishment of an authorized person are not punishable if healed within fifteen days (Erturk, 2006). Moreover, 20 states do not recognize spousal rape as a crime, and 11 states do not recognize spousal rape as a cause for divorce. *I believe that a similar incident of violence in my country had had a very different outcome. In my country she had tolerated the abuse. In my country the laws are not like here. Violence is a very common issue and nobody would think it was important* (Betancourt-Saez, Lam Trung and Nguyen, 2008).

Intergenerational Violence

The Intergenerational Transmission of Violence Thesis, grounded in Learning Theory, suggests that children learn violence by being subject to or witnessing it (Markowitz, 2001). A study researching exposure to childhood violence linked witnessing and experiencing violence as a child to partner abuse perpetration (Markowitz, 2001). The transmission of violence through culturally supported abusive behavior among Hispanic populations is well documented (Erturk, 2006; Betancourt-Saez, Lam Trung and Nguyen, 2008). Markowitz (2001) states that children exposed to domestic violence adopt attitudes of acceptance toward spousal violence. *Sometimes our parents tell us that we are superior over women. Machismo made my relationship unequal. Latinos bring machismo from generation to generation* (Betancourt-Saez, Lam Trung and
Nguyen, 2008). Carrillo and Zara (2006) present violence as a learned behavior culturally re-enforced throughout generations of abuse. The authors state it is imperative for individuals in the Hispanic community to understand their own family violence patterns and intergenerational history of violence.

The passing of these negative culture traits are transmitted through various modalities. Numerous sayings are found in the Hispanic culture which is meant to indicate a female’s lower status and male superiority. “La mujer como la escopeta siempre cargada y en la esquina” [women and guns always loaded (pregnant) and at home] “La mujer en la casa y el hombre en la Plaza” (the man out in the street and the woman at home) (Carrillo and Zarza, 2006). Additionally, Hispanic music provides justification for male superiority. Famous songs such as El Rey (The King), relate a man’s ability to do what he wants, when and where he wants because his word is law and he is the king. Other songs such as Media Vuelta depicts a woman leaving her boyfriend, to which the boyfriend replies, you leave because I want you to leave, the moment I want you here I will keep you, because like it or not, I am your owner. These harsh lyrics and thousands more like them, are famous songs re-recorded by new artist from generation to generation, and known as the oldies but goodies. Additionally, the context of words has gained new meaning in relation to cultural transmission of domestic violence. The word mandilon, traditionally is known as a large apron, (Word Reference, 2009). However, The Urban Dictionary (2009) cites mandilon as a de-masculated Mexican male. These are nuances which are engrained in the Hispanic culture and are indicative social acceptance toward violence against women (Carrillo and Zarza, 2006).
Immigration

The border between Mexico and the United States was an open one allowing free movement between countries until the formation of the U.S. Border Patrol in 1924 (Rhodes and McNown, 2005). Since that time, immigration has been a difficult and often times traumatic experience for Hispanics. Mexican cities lining the border of the U.S. are filled to capacity with immigrants from other countries who hope to cross over to the U.S. (Erturk, 2006). When applied to domestic violence, immigration itself plays a controlling and abusive force. Immigration status is commonly used as a controlling factor on behalf of male batterers. Partners of immigrants may threaten to destroy immigration related documents, interfere with the naturalization process, and/or, isolate the immigrant from the local community structure which may provide support (Rothman, Gupta and Carlene, 2007). The Power and Control Wheel traditionally used in the Duluth Model, was adapted for immigrants. This immigrant specific wheel shows the use of gender roles, threats of deportation, threats of destroying immigration papers, prohibiting the victim from learning English, prohibiting employment, and isolation from others who speak the immigrant’s native language, as traits specific to immigrant batterers (National Domestic Violence Hotline, 2009).

In addition to the domestic violence, Hispanic immigrants face insurmountable challenges and life changes after immigrating. Bacallao and Smokowski (2007) document several changes and challenges to the Hispanic family structure post migration. Some of these changes include loss of extended family support, temporary separation
from nuclear family, adjustments after family re-unification, loss of cultural traditions and rituals, excessive work to achieve goals, change to dual income families, and stricter parenting, among others (Bacallao and Smokowski, 2007). Hispanics also bring with them a long tradition of societal violence which may contribute to mental illness related to PTSD and trauma suffered as children (Carrillo and Zarza, 2006). Hispanics have been subjected to societal violence since the era of Spanish colonization and on to present times. Columbia, Peru, Haiti, Dominican Republic, and Nicaragua have long histories of government instability and bloody conflicts (Flake and Forste 2006). It would be a miss to not address the inherent societal violence found within the Hispanic immigrant population. Research shows there are four migration stages in which the possibility of traumatic events may lead to psychological distress; pre-migration, traumatic events in the journey, asylum seeking experiences, and below standard living in the host country (Lum, 1999).

Positive Culture

After highlighting negative aspects of the Hispanic culture as indicators for domestic violence, I would like to highlight some the positive aspects as well. While machismo presents a negative connotation to the Hispanic male, it also has a counterweight as a positive. Many Hispanic men view machismo as a man’s responsibility to provide for their families and fulfill their obligations as husbands and fathers (Perilla, 2009). Familism is yet another positive trait that can be used to assist batterers in their cessation of violence. Explaining how the violence impacts the family and children can bring their duty to provide a good example and be a leader to a new level (Perilla, 2009). The passage of cultural traditions and rituals which perpetuate
family unity and love can help mitigate those traditions which bring abuse and dominance. While it is imperative to understand the cultural aspects that promote and support domestic violence in the Hispanic culture, it is equally important to celebrate its beauty, strength, and resiliency. As noted in her work with Hispanic batterers of domestic violence, Perilla (2009) quotes a native Hispanic saying, *Hombres y Mujeres*, working together *Juntos/Juntas por nuestra reverencia a la familia, a la cultura, al respeto, anuestra fé, al amor, a nuestros hijo/as. Eso es nuestra historia, nuestro espíritu, descendencia y herencia. Es el legado y la lucha que nos han puesto en las manos para cultivar, proteger, criar y lanzar al mundo.*" [..Working together, men and women, out of reverence for the family, the culture, for respect, for our faith, for love, and for our sons and daughters. That is our history, our spirit, our descendants, our inheritance. It is the legacy and the struggle that they have put in our hands to cultivate, protect, nurture, and launch into the world].
Discussion

The curriculum developed is aimed at providing culturally relevant topics for a Batterer’s Intervention Program serving first generation Hispanic male D.V. offenders. The topics in this curriculum will provide insight to the participant’s behaviors from a cultural context and perspective. Using a cultural lens, participants will be able to address violent behavior from as an engrained pattern of behaviors as opposed to a clash of law and culture with the United States. Through these topics, participants will evaluate their current violent behaviors while negotiating healthy alternatives. The topics discussed provide a wide range of discussion, from generational patterns to the effects and correlations of immigration and D.V. These topics are created to engage the participant through validation of inequalities and hardships with the combination of hope for change and a better future.

The literature review revealed information related to Hispanics in general. This was both a benefit and a limitation to this study. The benefit is that it allowed for a large population to be addressed in an effective manner. Unfortunately, this generalization could lead to stereotypes and miss the subtle nuances ethnicity provides. Though much of the literature addressed culture, it was not necessarily specific to first generation Hispanic males. Another limitation was the need to use literature of Hispanic female victims of D.V. due to the limited information available on male perpetrators for this population. Additionally, the term Hispanic served to generalize a conglomerate of many ethnicities. This generalization prevented the specific tailoring of certain ethnic aspects which may be relevant to D.V.
Implications for Social Work

The availability of culturally specific services for any population may be as difficult for the client to find, as for the provider to provide. Culturally specific and relevant services require unique interventions which require time, effort and money to produce. Even when cultural services exist, they may not be relevant to the culture’s needs. Even the best cultural services for Hispanics are limited by the extensive variety of ethnicity and dialects found within this culture. BIPs can encourage cultural awareness through activities specifically designed to celebrate positive aspects in all cultures that serve as deterrents to D.V. In similar fashion, culturally relevant programs can enhance their interventions by allowing ethnicity to be represented and celebrated among a specific culture. The legal arm of the D.V. equation does little to promote and encourage cultural relevance in BIPs. More research into retention rates in BIPs is needed to determine factors contributing to high minority dropout rates. Additionally, research into the disproportionality of minorities could shed light on why minorities are sentenced for D.V. more than their counterparts.
Works Cited


UNIFEM. About Us. 2009. 1 May 2009


I. Lesson #___   Topic:  _Acculturation_

1. Lesson Plan Review – Check in

2. Objectives/Purpose
   a. to identify areas of acculturation, if any, in the participants and their families
   b. to educate clients on how acculturation contributes to D.V.

3. Lesson description: Facilitator will provide definition of acculturation and its effects on the Hispanic culture in the U.S. Facilitator and group will discuss possible reasons for acculturation contributing to D.V. Facilitator and group will discuss pros- and cons of acculturation.

   Materials Needed:
   ✓ Pencils/Papers   ✓ Journal   ✓ Handouts
   □ Video Equipment □ Guest Speakers ✓ Other: ________________

Lesson Closure (review of lesson)

Homework assignment: _________________________________________

Journal entry (15 minutes)

Recommended readings for this topic:
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

I. Lesson #___ Topic: Caballero

1. Lesson Plan Review – Check in

2. Objectives/Purpose
   a. to identify positive aspects of machismo which are deterrents of D.V.
   b. ____ to identify, if any current positive machismo characteristics within participants.

3. Lesson description: Facilitator will provide positive aspects of machismo relevant to stopping D.V. Facilitator and group will develop methods for enhancing and replicating these characteristics in the participant.

Materials Needed:

☒ Pencils/Papers ☒ Journal ☒ Handouts

☐ Video Equipment ☐ Guest Speakers ☒ Other: ______________________

Lesson Closure (review of lesson)

Homework assignment: _______________________________________

Journal entry (15 minutes)

Recommended readings for this topic:

______________________________________________________________

______________________________________________________________
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

I. Lesson #___   Topic:  _Dichos_

1. Lesson Plan Review – Check in

2. Objectives/Purpose
   a. _____ to identify negative cultural sayings that support and encourage D.V.
   b. _____ to identify, if any, current negative cultural sayings used within the participant’s family and social support structures

3. Lesson description: Facilitator and group will discuss the negative cultural sayings and how they contribute to the normalization of D.V.

Materials Needed:

- [x] Pencils/Papers  [-] Journal  [x] Handouts
- [ ] Video Equipment  [ ] Guest Speakers  [x] Other: ________________

Lesson Closure (review of lesson)

Homework assignment:________________________________________________________

Journal entry ( 15 minutes)

Recommended readings for this topic:

_______________________________________________________

____________________________________________________________
Hombres Con Honor

I. Lesson #___

Topic: Economic risk factors for D.V.

1. Lesson Plan Review – Check in

2. Objectives/Purpose
   a. to educate participants on the correlation between D.V. and low economic status
   b. to identify economic stressors that may lead to a D.V. encounter
   c. to identify how the need for dual income homes may increase risk factor for D.V.

3. Lesson description: Facilitator educate participants on the correlation between low income and D.V. in Hispanic relationships. Facilitator and group will discuss how the need for the female to work outside the home affects the gender role expectations, and power dynamics in the relationship.

Materials Needed:

- Pencils/Papers
- Journal
- Handouts

- Video Equipment
- Guest Speakers
- Other: __________

Lesson Closure (review of lesson)

Homework assignment: ________________________________

Journal entry (15 minutes)

Recommended readings for this topic:

________________________________________________________________________

________________________________________________________________________
I. Lesson #___ Topic: Familism

1. Lesson Plan Review – Check in

2. Objectives/Purpose

   a. ___ to identify negative aspects of familism that contribute to D.V.

   b. ___ to identify, if any negative familism within participants family

3. Lesson description: Facilitator will provide description of familism and related aspects contributing to D.V.

Materials Needed:

- ✔ Pencils/Papers
- ✔ Journal
- ✔ Handouts

- □ Video Equipment
- □ Guest Speakers
- ✔ Other: ________________

Lesson Closure (review of lesson)

Homework assignment: ________________________________

Journal entry (15 minutes)

Recommended readings for this topic:

____________________________________________________________________

____________________________________________________________________
I. Lesson #___   Topic: _Familism___

1. Lesson Plan Review – Check in

2. Objectives/Purpose
   a. to identify positive aspects of familism which are deterrents of D.V.
   b. to identify, if any positive familism within participants family

3. Lesson description: Facilitator and group will discuss positive aspects of familism and develop methods to enhance and replicate positive familism currently found in participants families.

Materials Needed:

☒ Pencils/Papers ☒ Journal ☒ Handouts

☐ Video Equipment ☐ Guest Speakers ☒ Other: ________________

Lesson Closure (review of lesson)

Homework assignment: __________________________________________

Journal entry ( 15minutes)

Recommended readings for this topic:

_________________________________________________________________

_________________________________________________________________
I. Lesson #___  Topic: Family structures

1. Lesson Plan Review – Check in

2. Objectives/Purpose

   a. to educate participants on the correlation between co-habitation and D.V.

   b. to allow participants to identify the current structure in their families

3. Lesson description: Facilitator will educate participants on the correlation between co-habitation and D.V. in Hispanic relationships. Facilitator and group will discuss why co-habitation increases the risk for D.V. and possible reasons why co-habitation is the largest form of relationship structure in the Hispanic culture.

Materials Needed:

- Pencils/Papers  - Journal  - Handouts

- Video Equipment  - Guest Speakers  - Other: __________________________

Lesson Closure (review of lesson)

Homework assignment: ________________________________________________

Journal entry (15 minutes)

Recommended readings for this topic:

___________________________________________________________
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

I. Lesson #___  Topic:  Gender Roles

1. Lesson Plan Review – Check in

2. Objectives/Purpose

   a. to challenge traditional stereotype gender roles with in the Hispanic culture

   b. to assess client’s current gender role expectations

3. Lesson description: Facilitator will request from clients their definitions of male and female roles with in society, relationships, economy, child rearing and household decision making.

Materials Needed:

☒ Pencils/Papers ☒ Journal ☒ Handouts

☐ Video Equipment ☐ Guest Speakers ☒ Other: ________________

Lesson Closure (review of lesson)

Homework assignment: _______________________________________________

Journal entry (15minutes)

Recommended readings for this topic:

____________________________________________________________________
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

I. Lesson #___   Topic:  Grief and Loss

1. Lesson Plan Review – Check in

2. Objectives/Purpose
   a. ___ to discuss the personal loss of the participant as a result of immigration
   b. ___ to discuss grief and loss process and its stages in relevance to immigration

3. Lesson description: Facilitator will provide grief and loss stages to the group. Facilitator and group will discuss areas of loss including loss of status, employment, stability, support structure, extended family, language, identity and self image. How does grief and loss relate to D.V.?

Materials Needed:

☒ Pencils/Papers ☒ Journal ☒ Handouts
☐ Video Equipment ☐ Guest Speakers ☒ Other: ______________________

Lesson Closure (review of lesson)

Homework assignment:_____________________________________________________

Journal entry ( 15 minutes)

Recommended readings for this topic:

___________________________________________________________

___________________________________________________________
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

I. Lesson #___   Topic:  Immigration

1. Lesson Plan Review – Check in

2. Objectives/Purpose
   a. ___ to discuss the personal reasons each participant had when he immigrated to the U.S.
   b. ___ to discuss the pros and cons of immigration in the participant’s view

3. Lesson description: Facilitator and group will discuss the reasons for each participant’s immigration. How has immigration benefited and negatively impacted the participant and their family

Materials Needed:

☒ Pencils/Papers ☒ Journal ☒ Handouts
☐ Video Equipment ☐ Guest Speakers ☒ Other: ______________

Lesson Closure (review of lesson)

Homework assignment:_____________________________________________

Journal entry (15 minutes)

Recommended readings for this topic:

_____________________________________________________
_____________________________________________________
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

I. Lesson #___   Topic:  _Incarceration_

1. Lesson Plan Review – Check in

2. Objectives/Purpose

   a. _____ to discuss the effects incarceration had on participant

   b. _____ to discuss the effects incarceration had on the participant’s family, work, and social structure

3. Lesson description: Facilitator and group will discuss time, length of participants’ incarcerations, as well as the effects the incarceration had on the individual, family, relationship, and social structure. Primary emphasis should be given to the power balance post incarceration. Did this act facilitate more power for the victim? Did the participant feel a loss of power?

Materials Needed:

☒ Pencils/Papers ☒ Journal ☒ Handouts

☐ Video Equipment ☐ Guest Speakers ☒ Other: ________________

Lesson Closure (review of lesson)

Homework assignment: ____________________________________________

Journal entry (15minutes)

Recommended readings for this topic:
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

I. Lesson #___ Topic: Intergenerational Violence

1. Lesson Plan Review – Check in

2. Objectives/Purpose

   a. to educate participants on the effects of exposure to violence at a young age

   b. to allow clients to identify, if any, their exposures to violence during childhood

   c. to allow participants to identify, if any their children’s exposure to violence due to their D.V.

3. Lesson description: Facilitator will provide examples of how exposure to violence at an early age increases the likelihood of violence and approval of violence as adults. Facilitator and group will discuss and develop methods for ending intergenerational violence in their families.

   Materials Needed:

   ☒ Pencils/Papers ☒ Journal ☒ Handouts
   ☐ Video Equipment ☐ Guest Speakers ☒ Other: ________________

Lesson Closure (review of lesson)

Homework assignment: ____________________________________________

Journal entry (15 minutes)

Recommended readings for this topic:

_________________________________________________________________
Lesson #___

I. Lesson Plan Review – Check in

2. Objectives/Purpose
   a. ____ to identify positive and negative traits the participant learned from his father on how men behave
   b. ____ to identify, if any, the same traits passed down to the participant and his current use of them

3. Lesson description: Facilitator and group will discuss the handout, What I learned about men from my father

Materials Needed:

☒ Pencils/Papers ☒ Journal ☒ Handouts
☐ Video Equipment ☐ Guest Speakers ☒ Other: ________ C.D or cassette player, example of traditional cultural songs that support male dominance and female submission

Lesson Closure (review of lesson)

Homework assignment:____________________________________________________________

Journal entry (15 minutes)

Recommended readings for this topic:

________________________________________________________
Hombres Con Honor

I. Lesson #___ Topic: Intergenerational/Mothers

1. Lesson Plan Review – Check in

2. Objectives/Purpose
   a. ____ to identify positive and negative traits the participant learned from his mother on how women behave

   b. ____ to identify, if any, the same traits passed down to the participant and his or partner’s current use of them

3. Lesson description: Facilitator and group will discuss the handout, What I learned about women from my father

Materials Needed:

- Pencils/Papers
- Journal
- Handouts
- Video Equipment
- Guest Speakers
- Other: C.D or cassette player, example of traditional cultural songs that support male dominance and female submission

Lesson Closure (review of lesson)

Homework assignment:

Journal entry (15 minutes)

Recommended readings for this topic:
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

I. Lesson #____

Topic: Legal Definitions of D.V.

1. Lesson Plan Review – Check in

2. Objectives/Purpose

   a. _____ to educate participants on legal definitions of D.V in the U.S

   b. _____ to highlight differences of U.S. definitions of D.V. and that of their native country

3. Lesson description: Facilitator will legal definition of D.V. in the State of California. Facilitator and group will discuss similarities and differences of this definition and that of Hispanic countries

Materials Needed:

☑ Pencils/Papers ☑ Journal ☑ Handouts

☐ Video Equipment ☐ Guest Speakers ☑ Other: ________________

Lesson Closure (review of lesson)

Homework assignment: __________________________________________

Journal entry (15 minutes)

Recommended readings for this topic:

_______________________________________________________________

_______________________________________________________________
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

I. Lesson #___   Topic:  _Legal Systems._

1. Lesson Plan Review – Check in

2. Objectives/Purpose

a. ____ to educate participants on legal repercussions of D.V. in the United States

b. ____ to highlight differences of U.S. legal repercussions of D.V. and that of their native country

3. Lesson description: Facilitator will provide legal repercussions of D.V. in the State of California. Facilitator and group will discuss similarities and differences of these repercussions and that of Hispanic countries

Materials Needed:

☑ Pencils/Papers   ☑ Journal   ☑ Handouts

☐ Video Equipment ☐ Guest Speakers ☑ Other: ________________

Lesson Closure (review of lesson)

Homework assignment:_____________________________________________

Journal entry (15 minutes)

Recommended readings for this topic:

______________________________________________________________

______________________________________________________________
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

I. Lesson #___  Topic: _____Machismo____________

1. Lesson Plan Review – Check in

2. Objectives/Purpose
   a. _____ to identify specific machismo characteristics related to D.V.
   b. _____ to assess client’s identification, if any, with machismo

3. Lesson description: Facilitator will provide commonly accepted definitions of machismo and discuss relevance to D.V.

Materials Needed:
  ☒ Pencils/Papers   ☒ Journal   ☒ Handouts
  ☐ Video Equipment  ☐ Guest Speakers ☒ Other: ______________________

Lesson Closure (review of lesson)

Homework assignment:_____________________________________________

Journal entry ( 15minutes)

Recommended readings for this topic:

Portate como un Hombre

_______________________________________________________________

_______________________________________________________________
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor
I. Lesson #___ Topic: _Male Dominance & Infidelity_
1. Lesson Plan Review – Check in
2. Objectives/Purpose
   a. ___ to identify Cultural expectations for Hispanic men to be unfaithful to their partners
   b. ___ to identify, if any, times when participant felt pressured to be unfaithful due to his ”male obligation”
3. Lesson description: Facilitator and group will discuss cultural expectation for Hispanic males to comply with female requests for sex despite the male’s relationship status. Facilitator and group will develop positive scenarios for how to respond to such an encounter.
Materials Needed:
   ☒ Pencils/Papers    ☒ Journal    ☒ Handouts
   ☐ Video Equipment   ☐ Guest Speakers    ☒ Other: ______________________
Lesson Closure (review of lesson)
Homework assignment: ____________________________________________
Journal entry (15 minutes)
Recommended readings for this topic:

________________________________________________________
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

I. Lesson #___  Topic: _____ Marianismo

1. Lesson Plan Review – Check in

2. Objectives/Purpose
   a. _____ to identify specific Marianismo characteristics related to D.V.
   b. _____ to assess client’s expectations, if any, of Marianismo with their partner

3. Lesson description: Facilitator will provide commonly accepted definitions of Marianismo and discuss relevance to D.V.

Materials Needed:

- Pencils/Papers  - Journal  - Handouts
- Video Equipment  - Guest Speakers  - Other: ____________________

Lesson Closure (review of lesson)

Homework assignment:________________________________________________________

Journal entry (15 minutes)

Recommended readings for this topic:

  __ Portate como una Dama

  ____________________________________________________________

  ____________________________________________________________
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

I. Lesson #___ Topic: Parenting

1. Lesson Plan Review – Check in

2. Objectives/Purpose

   a. to educate participants on difference between internal and external parenting

   b. to allow clients to identify, if any, their internal and external parenting behaviors

3. Lesson description: Facilitator and group will discuss why internal parenting presents a challenge to the Hispanic male. Facilitator and group will develop examples of internal parenting and identify any current internal parenting behaviors among the group members.

Materials Needed:

☒ Pencils/Papers ☒ Journal ☒ Handouts

☐ Video Equipment ☐ Guest Speakers ☒ Other: ______________________

Lesson Closure (review of lesson)

Homework assignment: ____________________________________________

Journal entry (15 minutes)

Recommended readings for this topic:

_________________________________________
Hombres Con Honor

I. Lesson #___ Topic: Positive Culture

1. Lesson Plan Review – Check in

2. Objectives/Purpose
   a. to identify positive Cultural expectations for Hispanic men such as provider and leader
   b. to identify, if any, current positive behaviors the participant uses

3. Lesson description: Facilitator and group will discuss positive cultural expectation for Hispanic males and how the culture places positive expectations on men to keep their relationships as well as their families united

Materials Needed:

- Pencils/Papers
- Journal
- Handouts
- Video Equipment
- Guest Speakers
- Other: ______________________

Lesson Closure (review of lesson)

Homework assignment:_____________________________________________

Journal entry (15 minutes)

Recommended readings for this topic:

_______________________________________________________

_____________________________________________________________
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

I. Lesson #___ Topic: _Male Dominance & Decision Making_

1. Lesson Plan Review – Check in

2. Objectives/Purpose

a. ___ to identify ways dominance leads to abuse

b. ___ to identify areas of dominance in the relationship that have led to abuse in the past

3. Lesson description: Facilitator will provide Immigrant Power and Control Wheel. Group will revise and discuss abusive forms of power and dominance found on the wheel.

Materials Needed:

☑ Pencils/Papers ☑ Journal ☒ Handouts

☐ Video Equipment ☐ Guest Speakers ☒ Other: ______________________

Lesson Closure (review of lesson)

Homework assignment:______________________________

Journal entry (15 minutes)

Recommended readings for this topic:

_______________________________________________________

____________________________________________________________
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

I. Lesson #___  Topic:  Male Dominance & Decision Making

1. Lesson Plan Review – Check in

2. Objectives/Purpose

   a. ___ to identify participant’s level of dominance in the relationship

   b. ___ to identify if the relationship is gender dominant or egalitarian

3. Lesson description: Facilitator will provide definitions of dominance and egalitarianism, group will discuss benefits and negatives of each style of decision making

   _____ Materials Needed:

   ☒ Pencils/Papers ☒ Journal ☒ Handouts

   ☐ Video Equipment ☐ Guest Speakers ☒ Other: ________________

Lesson Closure (review of lesson)

Homework assignment:__________________________________________________________

Journal entry (15 minutes)

Recommended readings for this topic:

___________________________________________________________________________

___________________________________________________________________________
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

I. Lesson #___  Topic:  _Respeto_

1. Lesson Plan Review – Check in

2. Objectives/Purpose
   a. ____ to identify the meaning of respect for the individual participant as well as the meaning of respect in the cultural context
   b. ____ to identify how participants perceive they are respected by their partners
   c. to allow participants to identify, if any, areas they have disrespected their partners

3. Lesson description: Facilitator and group will discuss the cultural meaning of respect and how it related to relationships, Participants will identify positive respect behaviors they currently display with their partners and how these can be replicated on a consistent basis.

Materials Needed:

☒ Pencils/Papers  ☒ Journal  ☒ Handouts
☐ Video Equipment  ☐ Guest Speakers  ☒ Other: ____________________________

Lesson Closure (review of lesson)

Homework assignment:________________________________________________________

Journal entry (15 minutes)

Recommended readings for this topic:

________________________________________________________
Hombres Con Honor

I. Lesson #___ Topic:  _Songs/Traditions

1. Lesson Plan Review – Check in

2. Objectives/Purpose
   a. _____ to identify negative cultural songs that support and encourage D.V.
   b. _____ to if any, current negative cultural songs used within the participant’s family and social support structures

3. Lesson description: Facilitator and group will discuss the negative cultural songs and how they contribute to the normalization of D.V.

Materials Needed:
   ☒ Pencils/Papers ☒ Journal ☒ Handouts
   ☐ Video Equipment ☐ Guest Speakers ☒ Other: _____ C.D or cassette player, example of traditional cultural songs that support male dominance and female submission

Lesson Closure (review of lesson)

Homework assignment:_____________________________________________

Journal entry ( 15minutes)

Recommended readings for this topic:

_______________________________________________________
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

I. Lesson #___    Topic: _Substance Abuse_

1. Lesson Plan Review – Check in

2. Objectives/Purpose

   a. to educate clients on the correlation between substance abuse and D.V.

   b. to allow clients to identify, if any, substance abuse on behalf of the client or within the client’s home

3. Lesson description: Facilitator will provide examples of how substance abuse contributes to D.V. Facilitator and group will discuss ways the Hispanic culture normalizes excess drinking as well as provide referrals for participants in need of substance abuse recovery services.

   Materials Needed:

   ☒ Pencils/Papers    ☒ Journal    ☒ Handouts

   ☐ Video Equipment    ☐ Guest Speakers    ☒ Other: ________________

   Lesson Closure (review of lesson)

   Homework assignment: __________________________________________

   Journal entry (15 minutes)

   Recommended readings for this topic:

   __________________________________________
Alba Counseling Center Domestic Violence Spanish Curriculum

Hombres Con Honor

1. Lesson #___ Topic: _Male Dominance & Decision Making

1. Lesson Plan Review – Check in

2. Objectives/Purpose

a. ___ to identify current level of dominance in the relationship

b. ___ to identify areas of compromise and negotiations in the decision making process with in the relationship

3. Lesson description: Facilitator will provide “Who Decides?” handout to be completed and discussed in group

Materials Needed:

☒ Pencils/Papers ☒ Journal ☒ Handouts

☐ Video Equipment ☐ Guest Speakers ☒ Other: ________________

Lesson Closure (review of lesson)

Homework assignment:_____________________________________________

Journal entry (15minutes)

Recommended readings for this topic:

______________________________________________________________

______________________________________________________________
Institutional Review Board for Human Subjects Research

Date: 19 February 2009

To: Antonina Bustamante, MSW Student

cc: Paul Newberry, IRB Chair
    Bruce Friedman, Social Work Department

From: Steve Suter, Research Ethics Review Coordinator

Subject: Protocol 09-44: Not Human Subjects Research

Thank you for bringing your protocol, "Hombres con Honor, a Culturally Competent Curriculum for First Generation Male Hispanic Domestic Violence Offenders," to the attention of the IRB/HSR. You state in your materials received on 2-11-09 and in e-mailed clarifications completed on 2-19-09, that your project will involve a literature review, development of a curriculum, review of the curriculum by a steering committee, and revisions of the curriculum. You will not be collecting data from human subjects, including conducting structured interviews or assessing the effectiveness of the curriculum. Given this, the activity described in this protocol does not constitute human subjects research. Therefore, it does not fall within the purview of the CSUB IRB/HSR. Good luck with your project.

If you have any questions, or there are any changes that might bring these activities within the purview of the IRB/HSR, please notify me immediately at 654-2373. Thank you.

Steve Suter, University Research Ethics Review Coordinator