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Doctoral Capstone Experience in Program and Policy Development - Selah Freedom

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Program and Policy Development at Nonprofit for Survivors of Human Trafficking

Final Doctoral Culminating Project

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Selah Freedom
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Abstract

Child trafficking has been reported in all 50 states and affects more than 2 million children each year (Guardian Group, 2021). Involvement in human trafficking at a young age induces trauma that has a lasting effect on the victim’s personality and coping skills. A review of literature confirmed a need for more support of the use of occupational therapy with sex trafficking survivors. Despite support for the implementation of occupational therapy in similar trauma populations like domestic violence, homelessness, post-traumatic stress disorder, and disaster survivors, there is limited literature supporting the use of OT with human trafficking survivors (Gorman & Hatkevich, 2016). This occupational therapy capstone project focuses on program and policy development at an anti-human trafficking organization called Selah Freedom. Selah Freedom is a nonprofit organization with a mission to end sex trafficking and bring freedom to individuals that have been exploited (Selah Freedom, 2021). The pre-existing curriculum, created by Selah Freedom’s curriculum specialist, already emulated a focus on meaningful occupation in most areas of life, which allowed the student to generate more specific original curriculums and resources. The resulting products of this project include a nutrition curriculum, education reference tool, intern manual and checklist, and a mentor training library.

Keywords: occupational therapy, occupational therapy capstone, human trafficking, sex trafficking, program and policy development, safe house
Program and Policy Development at Nonprofit for Survivors of Human Trafficking

Selah Freedom is a nonprofit organization with a mission to end sex trafficking and bring freedom to the exploited through four programs: Advocacy and Awareness, Prevention, Outreach, and Residential (Selah Freedom, 2021). Selah Freedom serves women survivors of sex trafficking and provides them with education, support, and resources to learn and build healthy and functional life skills, communication skills, and relationships to lead more fulfilled and balanced lives after graduation from the program. Selah Freedom partners with local law enforcement, legislators, and community leaders to spark change and change human trafficking statistics through education and awareness. Selah Freedom’s speakers’ bureau team, Commercial Sexual Exploitation of Children (CSEC) 101 courses, law enforcement training, mentorship, and legislative advocacy seeks to spread awareness of the prevalence of human trafficking in our communities. Selah freedom offers its residential survivors a curriculum in life skills, self-identity, healthy relationships, boundaries, trauma therapy, legal assistance, financial education and guidance, job placements, and personalized education plans (Selah Freedom, 2021).

Child trafficking has been reported in all 50 states and affects more than 2 million children each year (Guardian Group, 2021). Children typically are first sexually abused around 15 years old (Guardian Group, 2021). Involvement in human trafficking at this age limits the child’s opportunities for the development of important life skills, education, and relationships which later affects their ability to get and keep jobs, set healthy boundaries with family, peers, and intimate partners, and induces trauma that has a lasting effect on the victim’s personality and coping skills.

At Selah Freedom, residential graduate interns have an opportunity to aid in expanding the curriculum provided to survivors to incorporate occupational therapy principles to help
survivors achieve an occupationally balanced life and well-being. Interns are also provided with the chance to engage with the residents in daily living. The residents’ activities of daily living include self-care and reflection, meal preparation, home maintenance, work preparation, budgeting, education in technical programs or local collegiate programs, and an individualized education plan provided by Selah Freedom for self-identity, life skills, boundaries, self-esteem, therapy sessions, and emotional processing.

**Capstone Project Focus and Setting**

This project maintained a concentration on the ACOTE focus area of program and policy development. This focus area can be described as working and collaborating with recognized individuals who are developing and implementing innovative programs and/or developing health and social policy. This project was completed in collaboration with Selah Freedom staff members to provide supplemental programming and resources for the survivors and staff members at Selah Freedom.

This project served the residential arm of Selah Freedom at the main residential campus (Manatee County) and the assessment residential site (Hillsborough County). The residential sites at Selah Freedom are long-term safe houses where the survivors live and learn in a communal setting. Survivors begin their journey with Selah Freedom at the assessment house where they can choose to continue with Selah Freedom and move to the main residential campus or chose another long-term care program to attend. The main residential campus is a step-down program with three separate houses that survivors progress through as they complete each phase. When survivors enter into care at the main residential campus, they complete three phases in the main house, then move into another house on campus to complete the Empowered Living Phase (ELP). Survivors must complete main residential and ELP to graduate from the program.
Survivors may then choose to stay in the Independent Living Phase (ILP) for up to a year after graduation from ELP. Enrollment in ILP is encouraged, but not mandatory. As they move through each phase, supervision is decreased from 24/7 supervision in the main house to daily check-ins with main house staff when in ELP, and weekly check-ins with advocates when in ILP.

The staff in the assessment and main houses are referred to by Selah Freedom as advocates. Advocates provide 24/7 supervision and support in the assessment and main house and are responsible for facilitating all non-clinical aspects of community living, such as non-clinical programming, scheduling, relational support, conflict resolution, and guidance in life skills such as home care, education, and employment. Advocates also serve as case managers for residents and are considered to be the experts on their daily functioning, performance, and relational nuances.

**Capstone Project Mentors**

The capstone project was overseen by two capstone site mentors, Madeleine Childers and Debra Keim, who both have extensive experience with human trafficking survivors and at Selah Freedom in many different employment positions. Madeleine has worked for Selah Freedom for 4 years as a residential advocate, volunteer advocate, assessment advocate, and worked with the prevention arm of Selah Freedom as well. Debra Keim started with Selah Freedom as a volunteer and mentor two and a half years ago and has been on staff with Selah Freedom for two years where she has worked as a residential advocate, mentor advocate, and case manager before being promoted to residential coordinator.

The bulk of this capstone project was completed with the guidance of Leslie Hazlett who is the curriculum specialist and group facilitator for women in the long-term residential and
assessment housing programs. Before her employment with Selah Freedom, Leslie had experience in youth ministry and cognitive behavioral therapy. At Selah Freedom, Leslie has served as a mentor, a residential advocate, and as the ELP and ILP Coordinator. Leslie created and implemented the existing programming for the ELP and ILP phases when she was the ELP and ILP coordinator.

Dr. Mariana D’Amico was the occupational therapy faculty mentor for this project. Dr. D’Amico provided support and expertise in occupational therapy to guide this project and ensure that all aspects remained occupation-based and purposeful. Dr. D’Amico has worked with clients across the lifespan in multiple venues. Practice and teaching remain her passions. She has expertise in multiple areas of practice. She has presented with colleagues and students on multiple topics regionally, nationally, and internationally. She continues to learn from her clients, colleagues, and students and enjoys occupational therapy with all its facets.

**Definitions**

For this project, language from existing studies and literature reviews on human trafficking will be adopted to maintain consistency. Terms used throughout this project are defined below to ensure accurate interpretation and understanding of their use.

- **Human trafficking:** a crime of exploitation, in which traffickers profit at the expense of their victims (U.S. Department of State, 2021). Sex trafficking is a type of human trafficking.

- **Sex trafficking:** Sex trafficking is defined by the U.S. Department of State as forced engagement in a commercial sex act as the result of force, threats of force, fraud, coercion, or a combination of these means (U.S. Department of State, 2021). Under this definition, any individual involved in recruiting, enticing, harboring, transporting,
providing, obtaining, advertising, maintaining, patronizing, or soliciting a victim is guilty of sex trafficking, which is a federal crime (U.S. Department of State, 2021).

- Child sex trafficking falls under the umbrella of sex trafficking and includes any individual under the age of 18 engaged in commercial sex trade whether or not force, coercion, or fraud is used (U.S. Department of State, 2021).

- Trafficker or pimp: These words are used interchangeably throughout the literature to represent the individual selling victims.

- “The Life”: This phrase is used by victims, survivors, and throughout the literature to refer to the subculture of prostitution or sex trafficking. “The life” includes the rules, the hierarchy of authority, and the language used to refer to different acts or components of the industry. (Shared Hope International, 2021)

- Victims: Individuals affected by the crime of human or sex trafficking (Haney, et al., 2020). A common misconception is that victims of sex trafficking are young girls that are kidnapped into exploitation. Victims of sex trafficking can include youth, boys, girls, and transgender individuals (Franchino-Olsen, 2021).

- Survivors: Individuals who have gotten out of a trafficking situation and are in the recovery process. Recovery and maintenance are lifelong processes; therefore, survivors will carry this title with them long after their exit from the life. Survivor is used as a term of empowerment to acknowledge and recognize the strength and tenacity it requires to exit the life of human trafficking and rebuild the affected life skills, executive function, and dimensions of wellness throughout their journey of recovery (Haney, et al., 2020).

- In this project, the women served by the residential arm of Selah Freedom are referred to as survivors or residents. The terms are used interchangeably.
Review of Literature

A review of available literature was conducted to determine the prevalence of sex trafficking in the United States and the influence occupational therapy could have on sex trafficking survivors. This review of literature was conducted using CINAHL Complete, Medline, APA PsychINFO, Google Scholar, and the American Journal of Occupational Therapy (AJOT). This review of literature includes thirteen articles regarding human and sex trafficking and the benefit of occupational therapy with victims and survivors of human and sex trafficking. Of the thirteen included articles, four articles related occupational therapy to sex trafficking survivors, and two articles were found on AJOT that address sex trafficking in general. The remaining seven articles included in this review of literature address the prevalence of sex trafficking in the United States and provide insight into the workings of this global, illegal industry.

Human Trafficking in the United States

In 2018, it was estimated that there were nearly 40.3 million individuals trafficked globally each year, with approximately 4.8 million of those individuals forced into sexual exploitation (Haney, et al., 2020). Statistics regarding victims and survivors of sex trafficking are often based completely on estimates due to the hidden, secretive nature of this industry (Franchino-Olsen, 2021). Perpetuation of the cycle of victimization in all forms of trafficking is reinforced by societal ignorance and lack of awareness in the U.S. Rajaram & Tidball (2018) reported that most of the public believed that sex trafficking only occurs in other countries. While there is a draw for international traffickers to bring victims to the U.S. because of the appeal of higher income opportunities, most victims of exploitation in the U.S. are U.S. citizens (Franchino-Olsen, 2021).
There is a general misconception about who a trafficker might be, with the most commonly accepted image being someone scary or threatening (Rajaram & Tidball, 2018). The more common reality is that a trafficker can be anyone, including a victim’s family member. Family members have the cruel disadvantage of having inherent trust with a victim, especially if the victim is a child and the child can be easily convinced that sexual violence and assault are a normal part of life.

**Risk and Vulnerabilities**

A 2020 study reported that 70% of sex trafficking victims had a history of childhood sexual abuse or maltreatment before their trafficking victimization (Moore, Houck, Hirway, Barron, & Goldberg, 2020). Most of these victims reported that a need to escape their home life influenced their involvement in trafficking, regardless of whether they were in a group home, foster care, or home with their biological family. Victims in group homes reported more instances of peer-to-peer recruitment or recruitment by a stranger into the life than those living at home or with a foster family (Moore, Houck, Hirway, Barron, & Goldberg, 2020).

Additional risk factors include demographics, compromised parenting or caregiver strain, witnessed family violence or criminal activity, conflict with parents, difficulty in school, poverty, running away or being thrown away, survival sex, negative mental health or self-view, child protection involvement, juvenile detention involvement or delinquency, peer or family influence, early sexual initiation or denigration, early alcohol and drug use, prior rape or sexual victimization (Franchino-Olsen, 2021). Minors enter the life at an average age of 14-15 and more than 2/3 of victims in a 2019 study were runaways and had no previous relationship with their trafficker (Roe-Sepowitz, 2019).

**Patterns in Trafficking**
Money and Provision. Histories of drug and alcohol use and addiction are present in 92% of victims of human trafficking (Moore, Houck, Hirway, Barron, & Goldberg, 2020). Traffickers introduce a victim to drugs or use the victim’s existing addiction as a way to keep them obedient or to lure them into the life with promises of provision of substances in exchange for sex work. In addition to the promise of substance provision, victims are also lured into trafficking victimization with the promise of financial gain. In more than half of the cases included in a 2019 report, traffickers kept all the money a victim made or passed it on to the leader of the trafficking group (Roe-Sepowitz, 2019).

Breaking a Victim Down. The Carol Adams theoretical model states that trafficking typically occurs through three main techniques: objectification, fragmentation, and consumption (Herrington, & McEachern, 2018). Objectification allows the oppressor to treat the victim as an object and violate the victims’ rights through power and control over the object. Fragmentation is a method to break down the victim into parts to ensure obedience through admiration or fear. Fragmentation can appear as removing the victim’s previous identity and rebranding the victim or advertising the victim for sale using pictures of sexualized parts of their body but leaving out their face. The last part of this is consumption, which is the purchase of a victim’s services by a buyer.

Roles in Trafficking. Sex trafficking is a complex industry that utilizes multiple tactics, levels of responsibility, and tactics to recruit, transport, and control victims. A six-year analysis of traffickers’ characteristics and patterns conducted by Roe-Sepowitz (2019) gives valuable insight into this industry. Of the 1416 traffickers included in the study, 1067 were male, 364 were female, and 1 was transgender. Most traffickers work in groups of two or more people and it was noted that solo traffickers typically target younger victims (Roe-Sepowitz, 2019). Within
trafficking groups, there are roles that create a hierarchy of power. The pimp or trafficker will typically appoint a “bottom,” which is typically one of the group’s most trusted earners (Roe-Sepowitz, 2019). The bottom can be responsible for recruiting and grooming new victims, posting ads, handling money, teaching rules to recruits, and doling out punishments (Roe-Sepowitz, 2019). A bottom will usually gain special favor with the trafficker and transition from victim to victimizer (Moore, Houck, Hirway, Barron, & Goldberg, 2020).

**Venues for Trafficking.** Locations used by different trafficking groups also follow trends and use similar language. Most traffickers utilize hotel rooms as a hub for consumers to buy services (Roe-Sepowitz, 2019). The second most common was “outcall” locations where a victim will be sent to the buyer’s home or locations of the buyer’s choosing (Roe-Sepowitz, 2019). Trafficking in the streets, in the victim or trafficker’s home, which is referred to as “in-call,” and in clubs was less common (Roe-Sepowitz, 2019). Traffickers or bottoms will frequently advertise services through online venues like Backpage.com (Roe-Sepowitz, 2019).

**Control and Manipulation.** Methods of control employed by traffickers most commonly include drugs, physical violence and abuse, threats against the victim and their family, and intimidation with firearms (Roe-Sepowitz, 2019). Victims oftentimes receive promises of shelter and protection from a trafficker as a means to lure them into the life and most victims are manipulated to believe that they are in a romantic relationship with their trafficker (Moore, Houck, Hirway, Barron, & Goldberg, 2020).

**Healthcare Workers and Identification of Victims**

Violent crimes such as assault, battery, and robbery, property crimes such as burglary, theft, and trespassing, and drug possession crimes are commonly committed crimes by traffickers. It is estimated that 87% of trafficking victims are seen by health care providers while
they were under the control of their traffickers and are typically brought to the ER by the trafficker for injuries from trauma like broken bones, abdominal complications, abuse, and infection, and overdose from various drugs (Bauer, 2019). Of 6,000 surveyed hospitals in the U.S., only 1% had policies in place for the treatment of victims of trafficking, and only Michigan and Florida required training on human trafficking for health care workers (Bauer, 2019).

Victims are often more comfortable talking with health care workers about injuries and medical complications resulting from abuse and trafficking than they are with law enforcement. Victims are typically more hesitant to speak honestly with law enforcement because of fear of criminal convictions and the legal implications of prostitution (Bauer, 2019). Stigma and blame around sex trafficking can prevent a victim from seeking help. The differentiation between prostitution and trafficking is poorly understood and can lead to police officers re-traumatizing victims by forcing them to rehash experiences after escape from the life (Rajaram, & Tidball, 2018).

Health care providers would benefit from training in warning signs, screening methods, screenings questions, follow-up questions about living and work conditions, and physical screenings to help identify a trafficking victim among their patients (Leslie, 2018). There is not yet a validated tool available for nurses to screen for victims of trafficking, but some hospitals have implemented their own tools and policies and shown success with increased education in these areas and the use of trauma-informed principles (Leslie, 2018).

**Occupational Therapy and Sex Trafficking**

Occupational therapy (OT) specializes in the engagement in meaningful occupations regardless of any physical or psychological barriers present. OTs can use these occupations to help an individual overcome trauma and personal challenges. These engagements in meaningful
occupations have proved to be a successful intervention method for a survivor to regain autonomy and agency over their own life and wellbeing (Cerny, Maassen, & Crook, 2019).

**Mental Health Conceptual Frameworks.** There are multiple conceptual foundations that occupational therapy utilizes in treatment that would be useful and beneficial in the healing journey a survivor goes through. Trauma-informed care and the recovery framework are two mental health conceptual frameworks that can be used effectively for survivors of human trafficking and trauma. Trauma-informed care seeks to understand the effect of trauma on survivors and how their trauma may affect their neurological, psychological, biological, and social systemic functioning (Cerny, Maassen, & Crook, 2019). The ability of a clinician to understand the effect of trauma on these systems is vital for holistic, client-centered care. Forced engagement in sex work has numerous initial and long-term traumatic effects, but victims of sex trafficking also have layers of physical abuse and assault, psychological manipulation through force, fraud, and coercion that can amplify and magnify their trauma (Cerny, Maassen, & Crook, 2019). The type of complex trauma that trafficking victims endure can present in systemic ways through neurotransmitter dysregulation, limbic system dysfunction, and though maladaptive behavioral responses such as aggression, dissociation, recidivism because of self-preservation, and learned survival responses to trauma (Cerny, Maassen, & Crook, 2019). The recovery framework focuses on the patient’s autonomy and empowerment by using the victim’s expertise on their lived experience to provide valuable input on their treatment and recovery plan (Cerny, Maassen, & Crook, 2019).

**Occupational Therapy Practice Models.** Occupational therapy also has practice models that can be used in conjunction with mental health conceptual frameworks to provide well-rounded, client-centered treatment. The Model of Human Occupation (MOHO) focuses on a
person’s relationship with their environment and their volition (Cerny, Maassen, & Crook, 2019). After escape from trauma or removal from a traumatic environment, a victim’s volition is centered around self-preservation and skepticism (Cerny, Maassen, & Crook, 2019). MOHO could be utilized to focus on redeveloping healthy relationships, routines, motivation, and roles in healthy occupations. The sensory processing framework can aid in understanding a victim’s reaction to everyday sensory input and understanding triggers due to past trauma or lived experience. Sensory input directly relates to a person’s behavior. Victims will typically be unable to modulate sensory information and use healthy sensory regulation techniques to manage self-esteem, body image, resilience, and engagement in meaningful occupations (Cerny, Maassen, & Crook, 2019).

Victims typically enter into sex trafficking around 14 years old, yet executive functioning is not fully developed until later in life. Trauma affecting executive functioning can include struggles to meet basic needs like living in poverty or in dangerous environments, prolonged stress, and early sexual trauma, which all have a high prevalence with victims of sexual trafficking (Mangum, Doucet, Blanchard, & Alig, 2019). Occupational therapy interventions do not stop at environmental change and must address the executive functioning required for engagement in meaningful and necessary occupations.

**Implementing Occupational Therapy.** Despite support for the implementation of OT in similar trauma populations like domestic violence, homelessness, PTSD, and disaster survivors, there is limited literature supporting the use of OT with human trafficking survivors (Gorman & Hatkevich, 2016). Sex trafficking is the most prevalent kind of human trafficking in the U.S. Occupational therapy could be useful in improving survivors’ performance in occupations and prevention of victimization into sex trafficking (Gorman & Hatkevich, 2016). Occupational
therapy can combine and adopt similar approaches for treating victims of domestic violence, refugees, sensory processing difficulties, biopsychosocial impairments to provide education to the public on prevention, prosecution, and protection in the industry of human trafficking (Thompson, Flick, & Thinnes, 2020).

**The Journey from Victim to Survivor**

Survivors of sex trafficking interviewed for a study by Rajaram and Tidball (2018) identified that the general public and most healthcare workers don’t understand the complexity of human trafficking and the effect that the drugs, manipulation, violence, and sexual trauma have on their lives and recovery. This lack of awareness makes victims feel more marginalized and often reluctant to reach out for help.

In the immediate aftermath of a survivor’s escape from trafficking victimization, survivors’ short-term needs include a safe place to stay out of the reach of their trafficker, and space and resources to begin to work through the impact of their lived experience (Rajaram & Tidball, 2018). Clinicians need to remain aware that not all survivors will believe or report that they were exploited or that their history includes any sexual violence because of the coercive nature of sex trafficking (Oram, et al., 2012). The denial of victimization or manipulation into trafficking can be a coping skill employed by survivors as a trauma response for self-preservation.

Women with sexual trafficking histories consistently reported physical and sexual violence, and a high prevalence of physical, sexual, and mental health complications (Oram, et al., 2012). Survivors report that there is a need for therapists and clinicians trained specifically in working with survivors of trafficking rather than just being educated in trauma-informed care because of the unique complexity and layering of their trauma (Rajaram & Tidball, 2018).
Survivors also report a need for transitional programs to teach reintegration skills and assistance with education, job skills, economic planning, and substance abuse treatment (Rajaram & Tidball, 2018). Survivors of sex trafficking require a coordinated collaboration of health care providers to achieve health and wellness, and occupational therapy should certainly have a place on this team.

Research and literature regarding the relationship between occupational therapy and sex trafficking are limited and require increased attention and studies to offer evidence-based support to survivors of human trafficking in their recovery. More research is needed to educate health care workers, law enforcement, teachers, and the public about the warning signs or symptoms of human trafficking and sexual violence for better identification of victims, effective prevention education, and adequate and holistic provision of services to survivors.

**Needs Assessment**

The literature has established that there is a gap in support for the use of occupational therapy with survivors of human trafficking in their healing and reintegration despite the support of occupational therapy treatment with similar populations of trauma survivors. A mental health counselor at Selah Freedom stated that part of Selah’s mission and purpose is to teach and rebuild as much as possible during the survivor’s 12–18-month stay so that the survivors that Selah Freedom serves don’t ever need to attend a recovery program again. Selah Freedom’s programming includes employment workshops to teach survivors work skills, lessons in balance, self-esteem, boundaries, safety, relationships, co-dependency, personality, communication, financial management, and much more to allow survivors to achieve wellness in every dimension of their life. The pre-existing curriculum already emulated a focus on meaningful occupation in
most of the major areas of life, which allowed me to find specific occupation areas to expand upon.

In collaboration with the team at Selah Freedom, I identified areas in Selah Freedom’s programming curriculum that could be supplemented or expanded upon with evidence-based and occupation-based curriculum. The chosen topic areas were *Nutrition and Balance After Substance Abuse* and *Education, Technology, and Professionalism*. I wrote and implemented curriculums to fill these needs and educate survivors in healthy habits in these two occupation areas. Additionally, I collaborated with the staff to create an intern manual for future use and created a standardized mentor training library to train all mentors on the Selah core values and practice standards.

**Goals & Objectives**

I created goals and objectives in collaboration with capstone site mentors, occupational therapy faculty mentor, and capstone coordinator to guide the progression of the culminating project at Selah Freedom. Progress on the goals and objectives was tracked bi-weekly to ensure the project remained occupation-based and focused throughout the 16-week capstone placement.

**Goal One**

The first goal was to complete orientation to Selah Freedom policies and procedures and participate in volunteer/staff education on the services provided to residents and the facility within 2 weeks to gain an understanding of how Selah Freedom runs.

The objectives to address this goal were:

- Complete onboarding training, Paycom training videos, and orientation to the facility.
• Meet with curriculum specialist, clinical mental health counselor, Empowered Living Phase (ELP) coordinator, and other relevant staff to establish a plan for continued work on writing curriculum throughout capstone placement.
  o The Empowered Living Phase is the next phase after the main residential house. In this phase, the residents are allowed to work more house, go to school, invite safe contacts over for dinner, and have more independence with less supervision from staff.

This goal helped me become familiar with Selah Freedom, their core values and performance standards, and establish relationships with the coordinators in charge of different parts of Selah Freedom. The capstone mentors assisted in connecting me with the relevant people I needed to meet with to build connections. I set up meetings with the curriculum specialist, the clinical mental health counselor, the ELP coordinator, and advocates in the house to discuss their roles and how they serve at Selah Freedom. Through these meetings, I was able to identify gaps or needs within Selah Freedom’s educational programming and staff resources. These identified gaps and needs were filled by the results of goal two.

**Goal Two**

The second goal was to develop and implement a program within the 16-week capstone experience with the guidance of staff members to positively impact the resident’s mental health, quality of life, and/or wellbeing and/or make staff’s job more efficient.

The objectives to address this goal were:

• Identify a need in Selah Freedom’s existing curriculum with the guidance of the residential curriculum specialist, Education coordinator, resident identified needs and other staff member input.
• Develop and implement curriculum to fill a need in Selah’s main residential programming.
• Develop staff tools to make staff duties more efficient and standardized when training mentors and interns.

I worked on four different projects to fulfill this goal: a nutrition curriculum, an education handbook, a mentor training library, and an intern manual.

**Nutrition Curriculum.** With guidance from the curriculum specialist, I created a curriculum focused on nutrition and balance after substance abuse. This curriculum explains the concept of intuitive eating, finding balance using this mindset, the effects that substance and alcohol use can have on different body systems, the negatives of restrictive dieting, information on specific nutrients, the foods these nutrients are found in, how those nutrients help our body, portioning, and interpretation of a nutrition facts label. There was not a nutrition-based curriculum before the completion of this project despite the specific guidelines that Selah Freedom sets for residents during their time in each phase of residential housing.

As survivors progress through Selah Freedom housing, they gain more autonomy over their eating routines and what foods they integrate into their diets. For example, in the first phase of housing, referred to as the assessment house, survivors are only allowed to have sugary treats on Sunday and may not have coffee past noon. As the survivors move into main residential and through the step-down phasing of programming, they have more freedom regarding sugar and caffeine intake. The restrictions set in place in the earlier phases of Selah Freedom residential recovery programming aim to reduce instances of replacing drug or alcohol cravings with increased caffeine or sugar intake. Caffeine and sugar can produce similar “highs” to substance use and are a common replacement in substance abuse recovery. It is also not uncommon for
women to struggle with overeating and/or undereating. As the women spend more time in their sobriety, they will likely begin to see weight gain as their body recovers from extensive drug or alcohol use. This can result in restrictive eating because the women feel uncomfortable with their bodies and are often unfamiliar with healthy body weight and shape.

This curriculum was designed to provide evidence-based education to the survivors as they learn new healthy eating habits in the first year of sobriety and recovery and give them the resources and confidence to understand and make informed decisions about their nutrition. See Appendix A for the nutrition curriculum developed for this project.

**Education Handbook.** I created an Education Reference Handbook for use in the main residential house when residents begin the process of pursuing a college degree or technical degree. The residents receive help and guidance from the education coordinator at Selah Freedom. They complete a new student orientation from any program they enroll in and they are offered tutoring services through a volunteer tutor as needed to prepare for GED or competence exams or to assist throughout their coursework. The need for a reference tool was identified when a resident started a new college degree program at the beginning of my capstone experience. The student had many questions that residential house staff did not know how to help with because of their lack of exposure to current college software, communicating with university staff, finding resources through a university library, etc. After identifying the need for a reference tool, I met with the education coordinator for specific guidance and feedback.

The reference tool handbook was made to provide specific and detailed information on balancing Selah programming and schoolwork, dedicating time to school and staying on track, interpreting a syllabus, emailing professors, canvas, university bookstores and book lists, library resources, Microsoft - Word, PowerPoint, Excel, Google- Docs, Slides, and Sheets, and website
navigation and internet safety. See Appendix B for the education reference tool developed for this project.

**Intern Manual.** During my placement, my capstone mentors identified a need for a more concrete process and plan for internships at Selah Freedom’s residential houses. When I began my capstone experience, mentors, and residential house staff were unsure of what permissions I had and what my role would be when I was onsite at Selah Freedom interacting with the residents.

I was part of a small team to create an intern manual and task checklist for future use with interns. Selah Freedom had an existing intern manual, but it was not specified to the residential arm of Selah Freedom. This team identified areas of uncertainty regarding intern roles and permissions from both advocate and intern perspectives and created instructions and guidance to clarify these areas in the future. A syllabus and checklist were created to give future interns a loosely structured plan of weekly shadowing or learning opportunities. We also created a staff directory of relevant people to meet with to learn about the many aspects of Selah Freedom’s programming and care plan. This manual and checklist were an ongoing project and will be continued and completed by the team after the end of my capstone experience. See Appendix C for the intern manual and checklist developed for this goal.

**Mentor Training Library.** I collaborated with the staff of the Manatee residential campus to identify a need for a standardized mentor training library to structure monthly mentor trainings. As survivors move through Selah Freedom’s programming and gain more independence, they build relationships with mentors from the community to learn and practice healthy, typical relationships while still within the safety of Selah Freedom. Mentors are exposed to and trained on all curriculum that the survivors receive to ensure continuity between
programming and mentorship and to guarantee that mentors are providing a healthy example for survivors.

Selah Freedom did not have an existing library of training documents to guide the monthly mentor trainings. The topics and information provided at the mentor trainings are consistent each time the topic is presented, except for any specific examples relevant to the group of survivors currently in the program. The mentor advocate and residential coordinators used to spend time recreating mentor training scripts and lessons each time they performed a training. To streamline trainings and add consistency, I collaborated with staff and created a mentor training library. This library was uploaded into a shared Google Drive for staff members to access and select from for each monthly mentor training. See Appendix D for a sample of the mentor training library material.

**Goal Three**

The third goal was to discuss Selah Freedom programming with residents to gain an understanding of the impact that curriculum had on their recovery and to review the program efficacy of the developed nutrition curriculum within the last month of the capstone experience.

The objectives to address this goal were:

- Build rapport and relationships with survivors enrolled in Selah programming to prepare for program evaluation conversations later in placement.
- Review programming with at least 2 survivors on their experience with the programming offered at Selah Freedom and how they feel it has benefitted or affected their lives.
- Review program efficacy of nutrition curriculum.

To prepare to complete this goal, I built relationships with the survivors in the main residential housing programs where my onsite time was spent. I attended programming with the
women, sat in on advocates meetings to learn more about the residents progress, attended support team meetings, sat in on Turn Your Life Around (TYLA) court meetings with the residents, processed individual self-identity packets with the women, went with them to the food bank and on errands, attended and participate in horse therapy with the residents, and spent time with them in downtime in the house.

To understand the impact of the programming that Selah Freedom offers its survivors, I engaged in voluntary program evaluation questionnaires and conversations with residents. After implementation of the nutrition curriculum, the residents and I discussed how useful the program was for them, what they felt they gained from the program, and future recommendations for the program. These conversations helped to establish program efficacy and determine if the need for a nutrition curriculum was filled and if it was beneficial for the residents. The information from these conversations is included in the summary section.

**Unplanned Projects**

Due to the nature of the site being a safe house, I was only able to form clear goals and plans after the start of this capstone project. Through my meetings with different staff members and time spent observing at the residential houses, I was able to plan what curriculum development I felt could be helpful to Selah Freedom, but the project was continuously evolving and growing over the 16-weeks. In a way, most of the work I did with Selah Freedom was unplanned and unexpected, but it all contributed to my understanding of how Selah functions and how it serves its survivors, and all projects benefitted Selah Freedom residents and staff. In some instances, the goals and objectives of the project were adjusted to include an unplanned project in the objectives. The intern manual is an example of this. Working on an intern manual was added to the goals and objectives in the 10th week of the capstone project after the need was identified.
Another unplanned learning experience I gained from this site was the insight into the behind-the-scenes aspect of creating and structuring a curriculum library at a facility. During my time at Selah Freedom, the curriculum specialist was updating, reformatting, and restructuring the curriculum library. I worked with the residential curriculum specialist and contributed to the editing and updating of the format and content of Selah Freedom’s entire curriculum library. The curriculum library did not have a consistent look or format and some lessons had persistent spelling and grammatical errors. The content of the curriculum was updated to ensure that topics were relevant, gender-neutral, and holistic. I edited and formatted curriculums for both housing phases at the Manatee County main residential campus.

I had the opportunity to attend, participate in, and facilitate groups in the ELP house as well. I attended ELP programming with two different residents and was able to see the different dynamics and flow of groups with different personality types. Because of the step-down style housing at Selah Freedom, the residents of the ELP house have more independence, and the groups in ELP are meant to get more personal and dig in deeper than the groups in the main residential house. At the ELP house, I attended life skills groups focused on budgeting, education, and work skills, and relationships groups focused on choosing a healthy partner, codependency, and boundaries. I facilitated a group curriculum based on the book “How to Avoid Falling in Love with a Jerk” by John Van Epp with one ELP resident and was able to complete processing and support conversations regarding the information discussed in this group.

I also attended bi-weekly advocates meetings to participate in phase-up conversations, hear updates on resident progress and concerns, and sit in on advocates in-service trainings. This
allowed me to be integrated as a part of the team and be up to date on the progress of each of the survivors.

**Summary**

**Analysis of Program Evaluation**

The nutrition curriculum I created was implemented at the assessment house and the main residential house at Selah Freedom and program evaluations were completed for each house to assess the utility of the group in each setting. The residents in the assessment house unanimously agreed that the curriculum contributed to their understanding of general nutrition, agreed that questions, activities, and discussions in the curriculum were helpful to guiding discussion and were relevant to their recovery, and provided opportunities for learning and growth. The residents at the assessment house suggested future expansion to the curriculum to include meal planning, portioning, and exercise recommendations. Throughout each group, the survivors were engaged and asked questions to expand on the information presented in the curriculum. The women also all expressed an appreciation for the inclusion of this curriculum in their programming and stated that they felt as though they probably should have been taught this information at some point in their life but weren’t.

Program evaluation conversations were also completed at the main house after completion of the curriculum. The survivors all expressed gratitude and enjoyment of the curriculum and stated it helped start to shift their mindset and broaden their perspective regarding nutrition and dieting.

I also had conversations with the main campus residents about Selah Freedom in general and what they feel contributed the most to their recovery while in the program. Residents in the main house and ELP house report that Selah Freedom provides them with a safe environment
and the time to explore life skills, like budgeting, home care, and self-care, while still under the care and guidance of their advocates, case managers, and mentors. The residents also stated that Selah Freedom provides them with the tools and space to work on personal growth in a way they never have before. For possibly the first time in their life, the survivors at Selah Freedom are allowed to explore their strengths and dreams to build a future free from manipulation and abuse. The residents stated that the positive role models and influence of the Selah Freedom curriculum have been the main factor in their growth and recovery.

**Sustaining Project Results at Selah Freedom**

The results of this capstone project have been integrated into Selah Freedom’s curriculum library and staff resources for continued use in the future.

The nutrition curriculum was implemented in the house with advocates present to expose both residents and staff to the new curriculum. The facilitation instructions page of the curriculum was updated with clarification based on the feedback received from residents after the program was completed. The information from the program evaluation conversations was reviewed and the curriculum was updated where it was relevant. The remaining feedback that was not incorporated into the curriculum was provided to the curriculum specialist for possible future expansion of the curriculum.

The education reference tool was included in the education shared google drive to be easily accessed as needed. The staff was provided a brief training on this reference tool to bring it to their awareness and prepare them to best assist the residents when they begin a new degree or trade school program.

The intern manual was not finished at the time of completion of the capstone experience. The residential house staff members that I collaborated with on this project will be continuing to
work on this in preparation for summer semester interns. The intern manual and checklist will continue to be refined and developed based on feedback from future interns and staff.

The initial draft of the mentor training library was finished by the end of the capstone experience and was left in a google drive for use by the mentor advocate at monthly mentor trainings. The expectation for this mentor training library is that the mentor advocate will choose a topic for the monthly meeting and make minor edits to the trainings based on what is relevant to the residents in the program at the time.

**Recommendations for Future Work with Selah Freedom**

Selah Freedom provides a setting for a successful capstone project and encourages personal and professional growth for capstone students. There are multiple focuses a capstone project could take at Selah Freedom in their Advocacy and Awareness, Prevention, Outreach, and Residential arms. In the residential arm, interns have the freedom to develop a role for themselves and find unique ways to contribute to Selah Freedom. I was able to make my schedule, my goals, and objectives, and select projects to work on during this capstone project based on what I wanted to get out of the experience.

**Lessons Learned**

I learned a lot about myself both personally and professionally during this capstone experience. Through participation in the curriculum at Selah Freedom, I gained and refined personal skills in relationships, boundaries, and time management. Selah Freedom has 5 core values: balance, collaboration, communication, gratitude, and ownership. Selah teaches these core values to its residents to encourage healthy relationships in life and expects its staff and interns to live out these core values to provide an example for the residents. Through this capstone experience, I have been able to develop into a stronger more balanced version of myself
and have been able to integrate these core values into my daily life. I will be able to live out healthier relationships with my family, friends, and co-workers, and advocate for myself through strong, unapologetic boundaries in the future with the skills I learned here.
References


Appendix A

Nutrition Curriculum

This appendix consists of the nutrition curriculum that was developed and implemented at the Hillsborough County assessment house and the Manatee Countee main residential house. This curriculum was structured to be a three-day program, facilitated over the course of three weeks. The program topics include:

- **Day One: A Balanced Eating Plan in Recovery**
  - A Balanced Eating Plan
  - Dieting
  - Find Sustainable Balance

- **Day Two: Nutrition and Portioning**
  - Vitamin and Nutrient Deficiencies in Recovery
  - Food Pyramid and Serving Size

- **Day Three: Reading and Understanding Labels**
  - Reading and Understanding Labels
  - Activity: Reading Labels and Understanding Ingredients
Nutrition Curriculum
Residential - Main House

Facilitator Note: The last page of this curriculum provides expanded information for the image on page 12. This additional information page should be used on Day 3 of this curriculum program.

Execution: The information in this curriculum should be used as guidelines for nutrition, not the golden rule. Encourage residents to keep an open mind and consider how changes to their diet could be beneficial for their recovery.

This curriculum is in 3 parts:
- A Balanced Diet in Recovery
- Nutrition and Portioning
- Reading and Understanding Product Labels

Outcome:
Residents will learn
- The role of nutrition in their recovery.
- The influence of different nutrients on their body systems.
- How to understand product labels and identify healthy and unhealthy foods.

Expectations: Residents will participate in discussions and activities.
Nutrition Curriculum
Residential - Main House

A Balanced Diet in Recovery
Day One

NUTRITION

Ask yourself the following questions:

- What does health and nutrition look like to you?
- In your opinion, is health and nutrition an important part of your recovery?
- Can you identify a time in your life when health and nutrition wasn’t prioritized?

Finding Balance in Recovery

What we eat influences our brain function, muscle function, our skin and hair, energy levels, mood, your sleep patterns, and how many of our other body systems work.

Substance use can take a toll on your body and requires dedication to help the body rebuild itself through good nutrition. Substance use often coincides with unhealthy eating habits or negative symptoms. Some of these unhealthy patterns and responses include:

- Eating less food or eating in excess
- Eating less nutritious foods or skipping meals
- Eating a lot late at night
- Burn through energy more quickly
- Have less energy and are often fatigued
- Damage to gut so that it can’t absorb nutrients properly
- Food cravings
- Anxiety
- Inability to sleep well
- Weak immune system
Questions to Consider

- Have you experienced any of these unhealthy eating patterns or responses?
- Have you experienced any other patterns or responses that aren’t listed?
- How has your diet impacted your relationship with others?
- How has your diet impacted your recovery?
- How has your diet changed throughout your recovery?
- What does a healthy diet look like to you?

A Balanced Eating Plan

Everyone is different. An eating plan that works well for one person's body, might not work for another. When developing a healthy, balanced eating plan for yourself, remember that you need to make it based on what your body needs, not the most recent internet diet fad or the diet one of your friends follows.

Giving your body good nutrients is especially important during recovery. During recovery periods from drugs or alcohol, your body is working on removing any toxins and replacing them with good substances from a healthy eating plan. Removing the negatives from your system is a great start, but it isn’t enough. Your body will still be experiencing the effects of poor nutrition until positives are reintegrated into your healthy eating plan.

Dieting

When we discuss a healthy eating plan, we are referring to changes in eating habits, not dieting (restrictions, calorie counting, over exercising, or anything of the sort). Having a healthy, balanced eating plan is different from dieting. Trying to force yourself to stick to a strict diet can lead to an extremely unhealthy relationship with food and can be very difficult to maintain long term. When we hear the word diet, we typically think of eating less than what feels right, ignoring hunger cues, limiting yourself to only certain types of foods (like only protein, no carb diets), or using excessive exercise to burn off food. All of these examples are types of eating restraint that can actually result in weight gain over time.

Find Sustainable Balance

A healthy eating plan needs to be sustainable in order for it to last and be most beneficial. This includes not buying organic so that you can budget appropriately or not limit or restrict things that you enjoy eating. One of the most sustainable approaches to finding a balanced healthy eating plan is referred to as intuitive eating. This type of nutrition plan relies on physical cues (eating when you’re hungry and stopping when you’re full) rather than emotional cues (eating
when you’re bored, eating when you’re sad, etc.). Your body’s nutritional needs come first and must be met before any other needs. Giving yourself “permission” to eat things you enjoy does not mean that you can eat cupcakes and ice cream all day. It means you can enjoy these foods as long as your nutritional needs have also been met first and you balance your eating plan with exercise or physical activity.

One of the keys to a nutrition plan like this working is reliance on internal hunger and fullness cues. Give yourself permission to eat when you are hungry but be aware of your fullness cues to avoid overeating or overindulging. A plan like this will help you develop a healthy relationship with food that is non-restrictive but still in control.

### Questions to Consider

- Have you ever tried intuitive eating before?
- How in tune do you feel with your body’s hunger or fullness cues?
- Is it difficult to stop eating when you feel full, especially when the meal or treat is really delicious?
- Have you ever eaten out of boredom/sadness?
- Have you ever been unaware how full you are?
- How do you think intuitive eating might be beneficial for you?
Nutrition and Portioning
Day Two

VITAMIN AND NUTRIENT DEFICIENCIES IN RECOVERY

There are some common side effects with drug and alcohol use that might be important to be aware of as you learn about your body and what its nutritional needs are. Your nutrition needs are higher than normal the first year after drug or alcohol use stops as your body tries to rebalance and recover.

During recovery, eating foods that balance levels of serotonin in your brain will help with your overall relaxation. Foods high in carbohydrates like legumes (beans, lentils, peas), root vegetables (potatoes and carrots), pastas, and breads all help your body produce more serotonin. Combining these foods with protein at mealtimes will help keep your body in balance.

Food should also not be used to replace drugs or alcohol. Sugar and caffeine are common substitutes used during recovery because they stimulate emotional highs and lows. Foods or drinks high in sugar or caffeine can negatively affect your mood and cravings as well.

Hormones from the gut act in the brain to regulate dopamine production, which controls our decisions to seek out rewards. It’s no secret that drugs and alcohol have a direct effect on the brain’s dopamine production. In most cases, drug and alcohol use temporarily speeds up the production of dopamine. It tempts people into repeating and reinforcing drug or alcohol use because it is perceived as a pleasurable activity.

Prolonged substance use changes the brain’s natural ability to produce dopamine, and the body wants more of the substance in order to feel “normal” again. There is a reward in the brain when substances are used to achieve a certain state, and after a while, that reward almost becomes expected, leaving the person on edge until it is met again.

So, if gut hormones have an effect on dopamine, and drugs and alcohol do too, it makes sense that the key to fighting substance abuse should be in figuring out how to regulate these hormones. Research is helping us start to understand that gut hormones are responsible for our cravings for more than just food, but any substance we put into our bodies.
Questions to Consider

1. Have you ever experienced sugar cravings?
2. Have you ever used sugary foods to replace cravings or thoughts of using?
3. Have you ever used sugar or caffeine to produce a “high” before?

Below are a couple helpful resources if you want more information on what was discussed in this section.

https://www.heretohelp.bc.ca/vision-alcohol-vol2/role-nutrition-recovery-alcohol-and-drug-addiction

https://www.mercycare.org/services/food-nutrition/why-diets-dont-work/#text=Diets%20are%20not%20associated%20with%20long%2Dterm%20weight%20loss.&text=Those%20who%20attempt%20to%20manage,for%20an%20intuitive%20eating%20approach.

For more free My Plate materials, visit: https://www.myplate.gov/ and

For more free information about how specific foods can help your body function, visit: https://www.takingcharge.csh.umn.edu/explore-healing-practices/food-medicine/what-do-specific-foods-do

FOOD PYRAMID AND SERVING SIZE

We’ve all seen the food pyramid with different size sections for each food group before, right? The USDA’s Center for Nutrition Policy and Promotion has updated recommendations and the food pyramid has been replaced by a plan called “My Plate” that can be used to guide meal time portioning.

As we discuss this, keep in mind, there is no perfect plan for when you should eat, how much you should eat, or what you should eat. It all depends on what your individual body actually needs. Use “My Plate” as a recommended starting point and alter based on what you feel your body needs.
Look at the image of “My Plate” and talk about what you see. Does the sizing of the food group sections look different from what you remember the food pyramid looking like? Does it look different than your dinner plate typically looks? Is there anything that you think is missing?
Below is a chart with some of the main nutrients our body needs and some of the foods you can find these nutrients in. In addition to eating vitamin rich foods, it is important to stay hydrated as well. Water helps your body deliver the nutrients from your food to the body areas that need them, as well as keep you hydrated.

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Importance to Health</th>
<th>Foods It’s Found In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calcium</td>
<td>Calcium is essential for healthy bones and teeth. It is also needed for normal functioning of muscles, nerves and some glands, bone rigidity, blood clotting, muscle contraction, and normal nerve function.</td>
<td>Milk, cheese, yogurt (all dairy products except butter), kale, peas, beans, salmon, collards, broccoli, spinach (most dark, leafy greens), tofu, almonds, cauliflower, figs, oranges, sesame seeds, raisins, chickpeas, carrots</td>
</tr>
<tr>
<td>Carbohydrate</td>
<td>Primary source of energy. Source of fiber (if whole grain).</td>
<td>Bread, cereal, pasta, rice, potatoes, corn, and other starchy vegetables</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Simple carbohydrates are provided by sugar, honey, syrup, candy, soft drinks, and fruit</td>
</tr>
<tr>
<td>Essential Fatty</td>
<td>&quot;Essential fatty acids&quot; are required for biological processes but do not include the fats that only act as fuel. Essential fatty acids are needed for cell membrane structure, to regulate brain development, vision, immune function, blood clotting, and inflammation.</td>
<td>Omega-3: Fish, nuts and seeds, plant oils (like canola, olive oil, avocado oil, etc.)</td>
</tr>
<tr>
<td>Acids (Omega-3 and Omega-6)</td>
<td></td>
<td>Omega-6: corn, nuts and seeds, meat, poultry, fish and eggs</td>
</tr>
<tr>
<td>Fiber</td>
<td>Diets rich in dietary fiber have been shown to have a number of beneficial effects, including decreased risk of coronary heart disease.</td>
<td>Peas, raspberries, oatmeal, artichokes, green peas, whole wheat pasta, almonds, beans, squash, popcorn</td>
</tr>
<tr>
<td>Iron</td>
<td>Combines with protein to form hemoglobin in blood. Contributes to healthy hair.</td>
<td>Egg yolk, leafy green vegetables, beef, enriched breads and cereals, shellfish, legumes, beef, baked potatoes, fish, pumpkin seeds, nuts, avocados, peaches, pears, lentils, raisins</td>
</tr>
<tr>
<td>Magnesium</td>
<td>Magnesium is necessary for healthy bones and is involved with more than</td>
<td>Brown rice, avocados, spinach, oatmeal, broccoli, yogurt, bananas, baked potatoes,</td>
</tr>
<tr>
<td>Nutrient</td>
<td>Description</td>
<td>Foods</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Protein</td>
<td>Build and repair body tissue. Promotes hair strength and structure, helping it grow longer and stronger. Help antibodies fight infection. Can help provide energy if more is consumed than needed for repairing body tissue.</td>
<td>Meat, poultry, fish, eggs, milk and milk products, nuts, beans</td>
</tr>
<tr>
<td>Potassium</td>
<td>Diets rich in potassium may help to maintain a healthy blood pressure.</td>
<td>Potatoes with skin on, bananas, spinach, watermelon, broccoli, carrots, squash, mushrooms, peas, lentils, dried beans, peanuts, milk, yogurt, lean meats, avocado</td>
</tr>
<tr>
<td>Sodium</td>
<td>Needed for normal cell function throughout the body. Most diets contain too much sodium which is associated with high blood pressure.</td>
<td>Cheese, most meats (especially ham &amp; bacon), cabbage, milk. Sodium-free foods: Apples, grapefruit, avocados, kiwifruit, bananas, bell peppers, oranges, cucumbers, potatoes, eggplant, summer squash.</td>
</tr>
<tr>
<td>Total Fats</td>
<td>Provide the most energy per gram. Carry the fat-soluble vitamins (A, K, E, and D). Provide a feeling of fullness.</td>
<td>Oils, shortening, butter, mayonnaise, cream, sour cream, salad dressing</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>Healthy eyes (adjustment to dim light). Healthy skin and hair. Promotes the health of the lining of the digestive tract and its ability to fight infection. Promotes cell growth and cell reproduction.</td>
<td>Romaine lettuce, cantaloupe, mangoes, carrots, nectarines, collard greens, peaches, leaf lettuce, pumpkins, sweet potatoes, spinach, red peppers, yams, tuna, butternut squash, fish, eggs, butter, milk (whole)</td>
</tr>
<tr>
<td>Vitamin B</td>
<td>Energy levels, brain function, and cell metabolism. Vitamin B helps prevent infections and helps support or promote cell health. Vitamin B7 (biotin) and B9 (folate or folic acid) help with healthy hair.</td>
<td>Meat, seafood, poultry, eggs, dairy products, legumes, leafy greens, seeds, fortified (with added vitamins and minerals) breakfast cereal</td>
</tr>
<tr>
<td>Vitamin</td>
<td>Function</td>
<td>Foods Containing</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td>------------------</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>Helps heal cuts and wounds and keeps teeth and gums healthy.</td>
<td>Red and green peppers, broccoli, brussels sprouts, cabbage, oranges, cauliflower, pink grapefruit, strawberries, spinach, mango, kiwi, oranges, papaya, broccoli, cantaloupe, asparagus, avocados, collards, kale, lemons, mangoes, onions</td>
</tr>
<tr>
<td>Vitamin D</td>
<td>Regulate the amount of calcium and phosphate in the body. These nutrients are needed to keep bones, teeth, hair, and muscles healthy.</td>
<td>Sun exposure, salmon, eggs, tuna, margarine</td>
</tr>
<tr>
<td>Vitamin E</td>
<td>Boost the immune system to fight off bacteria and viruses. Supports scalp health for hair growth.</td>
<td>Vegetable and nut oils (not soy), spinach, sunflower seeds</td>
</tr>
</tbody>
</table>

**Questions to Consider**

- How does “My Plate” compare to the way you ate in the past?
- How does “My Plate” compare to the way you eat now?
- Do you see yourself eating the same way you do now, in the future? What might change?
- Are there any healthy eating guidelines in place here at Selah that you will take with you in the future?
- What healthy eating guidelines will you not continue once you leave Selah?
Reading and Understanding Labels
Day Three

READING AND UNDERSTANDING LABELS

Labels on food can be confusing and overwhelming. In order to understand what is going into your body, you need to understand the information included in the label.

Look at the label below and see what information might be the most important for you to understand the nutrients in the food product. There are some descriptions on each side that give clarification to what is in the major sections of a food label.

**Serving Size:** All of the values in the nutrition facts will be based on the listed serving size. Is your serving size the same as the label? If not, you need to adjust the nutrient and calorie values.

**Total Carbohydrate:** The total carb number is a combination of the sugars and fiber in a food.

**Calories:** This can be interesting to be aware of when using an intuitive diet plan, you would not be counting calories or restricting calorie intake.

**Sugars:** Pay attention to whether these are natural sugars or added sugars. Labels will usually have a section that states how many grams of added sugar are in the food. Natural sugars are good for your body, added sugars are not.

---

**Nutrition Facts**

* Serving Size ½ cup (114g)
* Servings Per Container 4

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories</th>
<th>90 Calories from Fat 30</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Daily Value*</td>
<td></td>
</tr>
<tr>
<td>Total Fat 3g</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Sodium 300mg</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Total Carbohydrate 13g</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Dietary Fiber 3g</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Sugars 3g</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Protein 3g</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vitamin A 80%</th>
<th>Vitamin C 60%</th>
<th>Calcium 4%</th>
<th>Iron 4%</th>
</tr>
</thead>
</table>

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Calories: 2,000

<table>
<thead>
<tr>
<th>Total Fat</th>
<th>Less than 6g</th>
<th>6g</th>
<th>9g</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sat Fat</td>
<td>Less than 2g</td>
<td>2g</td>
<td>4g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>Less than 300mg</td>
<td>300mg</td>
<td>600mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>Less than 2,400mg</td>
<td>2,400mg</td>
<td>3,000mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>300g</td>
<td>375g</td>
<td>500g</td>
</tr>
<tr>
<td>Fiber</td>
<td>25g</td>
<td>30g</td>
<td></td>
</tr>
</tbody>
</table>

Calories per gram:

- Fat 9
- Carbohydrate 4
- Protein 4

---

**Total Fat:** try to choose foods with a big difference between the number of calories and the number of calories from fat.

**Saturated fat** is a part of the total fat in food, but it is listed separately because it is a key player in raising blood cholesterol and risk of heart disease.

**Cholesterol:** Foods high in saturated fats are typically also high in cholesterol. Foods like red meat, egg yolks, butter, ice cream, French fries, hamburgers, and shellfish are higher in cholesterol.

**Sodium = Salt.** Too much sodium can lead to high blood pressure.
Additional information:

**Serving size:** Emphasize that the nutrition facts listed are per serving, not for the entire package. Serving size can give awareness for portion control purposes.

**Total Carbohydrates:** Fiber and sugar carbs are listed separately from total carbs because these carbs have limited impact on blood sugar levels and the body absorbs these differently.

**Total Fat vs Saturated Fat:** Fat is an important part of our diet to deliver essential fatty acids, keep our skin soft, deliver fat-soluble vitamins, and are a great source of energizing fuel. Saturated and trans fats should be kept as low as possible in an eating plan for better heart health.

**Calories vs. Calories from Fat:** A gram of fat has about 9 calories, while a gram of carbohydrate or protein has about 4 calories. In other words, you could eat twice as much carbohydrates or proteins as fat for the same number of calories. Foods with almost equal amounts of calories from fat and total calories are sometimes referred to as having "empty calories." The term empty calories applies to foods and beverages primarily or solely composed of sugar, certain fats and oils, or alcoholic beverages. These supply food energy but little to no other nutrition in the way of vitamins, minerals, protein, fiber, or essential fatty acids.

Ingredients in processed foods are listed on the label in order from most to least. There are more of the first ingredients than the others listed. Food manufacturers also try to sneak sugar, sodium, and trans-fat into foods by listing them in the ingredients list with names we may not recognize.

**Sugars and artificial sweeteners** can be confusing to understand because of the non-regulated language many companies use, and the many names sugar can go by on a label. Many companies will brag that they use only "natural" sweeteners, but even these natural sweeteners go through a lot of processing and refinement. Natural sweeteners that the FDA recognizes as generally safe are fruit juices and nectars, honey, molasses, and maple syrup.
Food labels have a line that states how much added sugar is in the item. Naturally occurring sugars are found in foods such as fruit (fructose) and milk (lactose). Added sugars include any sugars or sweeteners that are added to foods or beverages during processing or preparation. Keep an eye out for foods that are high in added sugars, these will not be as good for you as foods that only contain natural sugars.

Artificial sweeteners are synthetic substitutes for sugar and are generally more intense than natural sweeteners. Artificial sweeteners are generally used in soft drinks, baked goods, candy, canned foods, jellies, and some dairy products. In general, the best rule of thumb is that moderation is key. Artificial sweeteners and sugar substitutes might help with weight management but there is no current research to back this up and should be used only in moderation.

Food marketed as sugar-free isn’t calorie-free, so it can still cause weight gain. Keep in mind that processed foods, which often contain sugar substitutes, generally don’t offer the same health benefits as whole foods, such as fruits and vegetables. Below is a list of the most common names that sugar goes by on a label. Use this list as a guide when you are reading your food labels. Keep in mind that if you spot these names on a label, it does not make the food bad. It’s the amount of sugar in an item that counts!

<table>
<thead>
<tr>
<th>Sweetener</th>
<th>Fructose</th>
<th>Galactose</th>
<th>Glucose</th>
<th>Lactose</th>
<th>Maltose</th>
<th>Sucrose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beet sugar</td>
<td>Brown sugar</td>
<td>Cane juice crystals</td>
<td>Cane sugar</td>
<td>Castor sugar</td>
<td>Coconut sugar</td>
<td>Confectioner’s sugar</td>
</tr>
<tr>
<td>Corn syrup solids</td>
<td>Crystalline fructose</td>
<td>Date sugar</td>
<td>Demerara sugar</td>
<td>Dextrin</td>
<td>Diastatic malt</td>
<td>Ethyl maltol</td>
</tr>
<tr>
<td>Florida crystals</td>
<td>Golden sugar</td>
<td>Glucose syrup solids</td>
<td>Grape sugar</td>
<td>Icing sugar</td>
<td>Maltodextrin</td>
<td>Muscovado sugar</td>
</tr>
<tr>
<td>Panela sugar</td>
<td>Raw sugar</td>
<td>Sugar</td>
<td>Sucanat</td>
<td>Turbinado sugar</td>
<td>Yellow sugar</td>
<td>Agave Nectar/Syrup</td>
</tr>
<tr>
<td>Barley malt</td>
<td>Blackstrap molasses</td>
<td>Brown rice syrup</td>
<td>Buttered sugar/buttercream</td>
<td>Caramel</td>
<td>Cane syrup</td>
<td>Corn syrup</td>
</tr>
<tr>
<td>Evaporated cane juice</td>
<td>Fruit juice</td>
<td>Fruit juice concentrate</td>
<td>Golden syrup</td>
<td>High Fructose Corn Syrup (HFCS)</td>
<td>Honey</td>
<td>Invert sugar</td>
</tr>
<tr>
<td>Malt syrup</td>
<td>Maple syrup</td>
<td>Molasses Rice syrup</td>
<td>Refined’s syrup</td>
<td>Sorghum syrup</td>
<td>Treacle</td>
<td>Powdered sugar</td>
</tr>
</tbody>
</table>

Sodium also has several names, but these are usually a little easier to spot on a label. Some of the names sodium goes by are salt, sodium benzoate, disodium, or monosodium glutamate (MSG). Salt is an important part of our diets to keep our bodies functioning well, but as with many other things, salt consumption should be in moderation. Too much sodium can
contribute to increased blood pressure, risk of heart disease, and risk of stroke. The American Heart Association recommends no more than 1,500 milligrams of sodium per day, but the average American consumes twice that amount.

**Trans-fats** are the trickiest to find on a label. They are mostly commonly listed as hydrogenated oil. Trans-fats can elevate your risk of heart disease and stroke, elevate your bad cholesterol, and decrease your good cholesterol. Cholesterol might sound like something that won’t matter until you get older, but issues with high cholesterol typically start in your 20s or 30s if unhealthy eating habits go uncorrected through your youth. Trans-fats are still found in vegetable shortening, some types of microwave popcorn, certain margarines, and vegetable oils, fried fast foods, bakery products, non-dairy coffee creamers, chips, pizza, canned frosting, and some crackers. There was a ban on trans-fats in food in 2018 but they are still found in some products due to exemptions on the ban. The best way to avoid them is to check the ingredients list.

**Celiac disease vs. gluten sensitivity.** Gluten refers to a family of proteins found in grains that occurs naturally in foods that contain wheat, rye, and barley. Celiac disease is an immune response against these proteins that involves damage to the lining of the small intestine. The disease can be confirmed by a blood test and upper endoscopy. Gluten sensitivity is when there are symptoms that present like celiac disease, but there is no damage to the lining of the small intestine. Foods like bread and pasta are commonly recognized as containing gluten, but it can also be found in soy sauce, cream sauces, meat substitutes, salad dressings, marinades, and battered foods. Gluten free diets are not recommended by health professionals for individuals without gluten sensitivities because of the complexity of removing gluten from an eating plan, cost, and risk of nutrient deficiencies.

**Product dates and food safety.** In addition to the ingredients label, most items have a stamped-on product date. Product dates are also important to pay attention to, especially for things like condiments or pantry items that we might not think to check as often. These dates are not always an indication of if the food is safe or not. These dates are simply the manufacturers best guess at when the item will be freshest. In many cases, dates are conservative, so if you eat food past that date, you may not notice any difference in quality, especially if the date has recently passed.

Nonperishable items like grains and dried and canned goods can still be used well past their label dates. Keeping meat frozen until you know you’re going to use it prolongs its shelf life as well because it halts the aging process. Fruits like bruised apples, overripe bananas, and citrus that have dried up can still be used in many different recipes to avoid waste. Keeping bread in the fridge can extend the shelf life by reducing moisture exposure and slowing the development of mold. Putting stale chips, crackers, or cookies into the oven on a low
temperature for a few minutes can help draw out the moisture and make them taste fresh again. Condiments like ketchup, mustard, and relish are usable for a year or more after their past date if they are unopened and in the pantry.

Foods past their prime often develop mold, bacteria, and yeast, causing them to give warning signs to your senses. Spoiled food will usually look different in texture and color, smell unpleasant, and taste bad before it becomes unsafe to eat. Trust your taste buds and sense of smell!

- **Sell by:** this is the date a store needs to sell the product by. This date does not indicate the expiration date of a product.
- **Use by:** This tells you how long the food will be at its peak quality. Some foods may not be safe after this date.
- **Best if used by:** This date tells you how long the food has the best flavor or quality for. It is not a purchase date or safety date.

Fun fact! You can check if eggs are still good by seeing if they float in water. If the egg sinks to the bottom, it’s still good. If the egg sinks but stands up on one end, it should be used soon but is still safe to eat. If the egg floats, it’s not safe to eat anymore.

### Activity

Have each participant bring back one or two items from the pantry. Try to get a variety of things. They can be healthy or unhealthy.

**Suggest they bring back:** Box of cereal, can of soup, box of pasta, granola or protein bar, pasta sauce, salad dressing, condiments, Ramen or similar packaged pasta, canned/packaged fruit.

Look at the product label and see if anything stands out to you.

- Do any of the items have a lot of sugar? A lot of sodium? Any trans-fats?
- Do any products have claims of “all natural” or “no sugar”?
- Do you see any sugars in the ingredients list hidden behind fancy names?
- Can you find any with a large difference in the calories and calories from fat?
- Do any of the products you brought back contain gluten?
Appendix B

Education Reference Tool

This appendix consists of the education reference tool that was created and included in the education shared google drive. This drive includes other references that advocates and other staff can use to help guide a resident when they begin a new college degree or trade school program. This reference tool was structured for residents to use certain sections of it as needed, they do not need to read through all material if they feel comfortable with certain sections. The reference tool sections include:

- Balancing Selah Programming and School Work
- Dedicating Time to School and Staying on Track
- Interpretation of a Syllabus
- Emailing Professors
- Canvas, online academic software for accessing coursework
- University Bookstores and Book Lists
- Library Resources
- Microsoft - Word, PowerPoint, Excel
- Google Docs, Slides, and Sheets
- Website Navigation and Internet Safety
Education Reference Tool

This handbook is designed to help residents learn skills needed for education in college or technical programs. This reference tool will serve as a starting place to gain the basic skills needed to manage these resources and provide residents with the confidence to get started on their educational journey.

Included in this handbook are guidance and tutorials for:

- Balancing Selah Programming and School Work
- Dedicating Time to School and Staying on Track
- Interpretation of a Syllabus
- Emailing Professors
- Canvas, online academic software for accessing coursework
- University Bookstores and Book Lists
- Library Resources
- Microsoft - Word, PowerPoint, Excel
- Google Docs, Slides, and Sheets
- Website Navigation and Internet Safety
Balancing Selah Programing and School Work

It is important to remember that Selah Freedom programming and your recovery are your top priorities - not school work. Finding balance between Selah Programming, school work, and self-care time can be difficult. Everyone is unique in how they organize their time and what study methods work best for them. Some people prefer to make a plan for the week and complete some of their assignments each day. Some people prefer to set a couple days a week to get everything done. How you devote your time to school will be specific to you. Work with your case manager or the advocates to develop a plan and check in at the end of the week to see how things went and if adjustments need to be made.

A course schedule is typically provided in the syllabus or in the first module of the course. That schedule will show what will be covered each week and what your course load will be like throughout the semester. Use this as a guide to make your own weekly plan.

Dedicating Time to School and Staying on Track

Dedicating time to a program is a tricky balance. At Selah, the daily schedule for programming is set for you, but with school, you will be in charge of figuring out how much time to devote to studying and homework and what days you want to do that on. Staying on track with the syllabus is important but working ahead will not help you finish the course any sooner. Doing so may just make you more confused if the information in future assignments hasn’t been taught in your class or your labs yet. As tempting as it may be, it’s best not to work ahead. Once you finish everything in the module for that week, congratulations! You can take some time off of school for the rest of the week and spend that time on other things.

The time you devote to your school work should be focused on learning and retaining the information from each assignment. Just like with Selah programming, if you try to speed through it and finish faster, you won’t benefit as much as you would if you focused on actually learning the concepts. Most college degrees are set up so that each class leads into the next. You will need the foundational information taught in the first semesters for the more difficult courses later on. Just getting the work done as fast as possible will not serve you well in the end. If you speed through assignments and don’t truly learn the information, you will eventually need to relearn the information later.

When you’re completing online homework assignments, quizzes, or tests, you should not be googling ways to solve problems or trying to find the answers online. This is a form of cheating.
and will not help you learn and retain the information. If you are struggling with a concept in a course, refer back to your textbook and other school resources or ask an advocate to help you find a tutor.

## Interpretation of a Syllabus

The course syllabus provided at the beginning of a course is like the blueprint of what to expect during the course. It will contain the answers to most of the questions you could have. Before emailing a professor, always refer back to the syllabus first to try and find the answer to your question independently.

**Contents:**
- Instructor(s) name, office hours, phone number, email address, and preference for being contacted through their university email or Canvas messaging.
  - Some professors prefer to be contacted through the course Canvas messaging page instead of their email.
- Course description
- Required textbooks and supplies
- Calendar for exams, quizzes, and homework assignments
  - Some professors prefer documents to be titled in a specific way before submission and may take off points if a document is not labeled correctly. Make note of this for the future as you read through the syllabus.
- Attendance policy and make-up policy
- Class behavior expectations

A syllabus is typically pretty lengthy but it is important to still read through the whole thing. The syllabus will answer almost any question you may have about the course and what to expect.

## Emailing Professors

Emailing a professor should come after you have attempted to solve the problem or answer the question on your own, with an advocate, or when all other options have been unsuccessful. When emailing a professor, it is important to remain professional and on topic.

**Guidelines:**
- First, check your syllabus for two things:
See if you can find the answer to your question in the syllabus. Professors will usually direct you to read the syllabus again if you send them a question that is already answered in the syllabus.

Check how the professor would like to receive messages. Some professors will prefer for you to send messages through the course page in Canvas and others will prefer to receive messages through their university email.

- Put a brief description and your course in the subject line of the email.
  - This will help the professor know if it is time sensitive and which course your email is in regards to.
  - Specify which course you are emailing about. Professors typically teach more than one course at a time and may not remember which course you are enrolled in just by your name.

- Begin your email by addressing your professor by title and name, and end your email with a closing and your signature.
  - The beginning of an email should include the recipient's name. For example, "Dear Professor James,", "Professor James,", or "Dr. James,"
    - Make note of if they are a professor or not or have their doctorate. This will change how you should address them in your emails. The syllabus usually has their title at the beginning.
  - The closing of an email should include a sign-off before signing your name. A sign-off could be "Thank you for your time", "I appreciate your help", or "I look forward to hearing from you".

- Be clear and concise.
  - Information in the body of the email should be to the point and clear. The professor does not need to know the entire story of how you arrived at your problem or question. They only need to know the question or problem and any specific details necessary to clarify your concern. Get straight to the point with your question or concern being at the beginning of the body of the email.

  - For example:
    - Clear and Concise:

      Dr. James,

      I am enrolled in your CHM 101-02 course this semester.
I am having difficulty logging into Kaplan Learning as instructed to do in the syllabus. The error message I am receiving says “Contact your course instructor.” I was hoping to find out if you are aware of this issue.

Thank you for your help,
Joan

- Wordy with extra unnecessary information:

Dr James,

I’m in your class and I have been trying to log into Kaplan Learning all morning. The syllabus told me to log in from the home page and then put the course number into the box but when I do that it tells me I need to contact you so I think it might be something you did wrong. This is really frustrating and I wasted a lot of time trying to figure it out this morning. I have other stuff I need to be doing but really wanted to get signed up for this today. If you could fix it and let me know that would be great. I really don’t want to miss assignments because it isn’t set up right and I don’t want to fail this class.

Joan

- Use correct spelling and proper grammar.
  - Most email systems and word processing software has built in spell check and grammar check to help you out with this. You just need to be sure you look over the email before clicking send.
  - Emails to professors or other university staff should remain emotionally neutral. There should not be a lot of exclamation points, anything typed in all caps, or expressions of emotions like anger or frustration. Whether you are frustrated about something or not, it does not help you in any way to include this in the email.
  - For example: Your email should not include things like “THANK YOU!!!” or “PLEASE HELP ME!!”

- Stay positive and open minded.
  - Even if you are frustrated, stressed, or upset, the email should remain professional and polite. Harshly accusing the professor of doing something wrong or inadequately will not receive a helpful or kind response. Sometimes professors
will just completely ignore a rude email. If you think you need guidance with this, ask a case manager or advocate to read over your message before you send it.

- For example, pretend you got a low grade on an assignment that you thought you had done well on. Here are two examples of an emotionally charged email and a professionally worded email regarding the low grade.

  - Emotional:

    **Dr. James,**

    *I'm in your chem class and I just noticed you failed me on the last assignment. I don't know why you would give me a grade that low. I spent a lot of time on that assignment and think it was fine. I know all my answers were right. I'm working really hard and don't appreciate you ruining my grade by failing me on that assignment. I think you should change my grade and make it higher so I'm not failing the class. If I fail this class, I'll lose my scholarship.*

    *Joan*

  - Professional and Neutral:

    **Dr. James,**

    *I am in your CHM 101-02 course this semester.*

    *I noticed I earned a low grade on the most recent assignment. May I schedule an appointment with you during office hours? I would appreciate feedback on this low grade so that I can understand the material from that assignment for the upcoming exam and correct my errors in the future. I appreciate your help and guidance.*

    *Thank you,*

    *Joan*

  - The emotionally neutral, professional email takes ownership for the low grade, does not accuse the professor of anything, provides a possible solution to the problem by asking for an appointment during office hours for feedback and a review of the information, and thanks the professor for their help.
Example template:

To Professor’s email
Cc Assistant Professor’s emails (if there are any)

Online Lab Registration - CHM-920 Brief subject line with course number included.

Hello Professor Jones, Greeting
I am enrolled in the CHM-920 course you are teaching this semester. I was hoping for clarification on the assignment due date in the course calendar provided in the syllabus. Add any necessary details about your question here but keep it succinct and to the point.

Thank you for your help. Sign-off
Jane Smith

Canvas

Canvas is one of the most widely used educational platforms where students access courses, communicate with professors, and submit assignments.

Below is a screenshot of a Canvas home page to give you an idea of what you might expect and how to navigate this page to find information you need.
If you click on one of the courses in the dashboard, the course home page will open. Below is a screenshot of a course home page and explanation of the different tabs and sections. Keep in mind that every course page will look a little different depending on how the professor has set up the course.
Website Navigation and Internet Safety

The ability to recognize safe sites when you’re using the internet is important for your safety and to avoid getting viruses or malware on your computer. As you’re looking at different websites these are a few things you should be looking for to ensure that the site is legitimate:

- There should be a lock at the beginning of the URL bar.
  - This ensures that your information (i.e. password or credit card information) is safe.
  - If you’re using a browser like Google Chrome, it might look like this:
    
    ![Symbol](symbol)

    - If it’s highlighted in red or says not secure, the site may not be safe.
- There shouldn’t be spelling or grammar errors on the web page or in the URL.
- The offers or information on the site shouldn’t seem too good to be true.
- Check the URL address to make sure you’re on the right site.
  - The URL should have the site name at the beginning of it and be spelled correctly.
  - https:// indicates more safety than http://
  - Check what’s at the end of the URL.
    - .com was meant to stand for commercial and intended for businesses.
    - .net domain names were typically used by network companies (technical organizations).
.org was traditionally meant for charities and non-profit organizations.

You also need to be on the lookout for spam emails that may be trying to steal your information. If an email says you need to confirm your information or that your password on another site has been compromised, always go directly to the site the email is about. Don’t click any confirmation or password recovery links unless you requested the link be sent to you.

For example, if you get an email saying that your Canvas account has been compromised and you need to reset your password, you should always go straight to Canvas to reset the password. Do not click any password reset links in emails unless you specifically requested for these links to be sent to you.

Similarly, you may get spam emails trying to tempt you with great deals or invites to watch videos. Don’t click on links sent to you in emails or messages online. If you get an email like this from a friend or safe contact, it is best to reach out to that person to confirm that they sent you the link before clicking it. Their account could have been hacked had illegitimate emails sent to their contact list.

Library Resources

We are using the SCF library page, but many college library websites have similar resources available to students. College libraries have a huge amount of resources for students, take advantage of everything they offer!
On the library homepage, you can already see an “Ask a Librarian” button on the right hand side where you can open a live chat with one of the SCF librarians. Through this resource, you can get help finding books, signing up for tutoring, and many other things. This is a great tool to use if you are having trouble finding something on the library website or signing up for in-person services. You can also see resources for writing and citing references in MLA and APA format, access to databases, guides for many different subject areas, and tutorials on how to navigate some of the online library resources.

To find video tutorials to help you navigate the library website click the “Guides” tab at the top of the home page, select “By Subject”, scroll down and click “Library Skills” from the list, and then click “Library Tutorials”. From this page, you can find all sorts of YouTube tutorials that will help you find specific resources available in the SCF library.

Microsoft - Word, PowerPoint, Excel

Word

This video is a helpful beginners guide to understanding Word. If you need help with specific things, check the list below and skip ahead to the section you need.
https://www.youtube.com/watch?v=HC13M8FG1Nc

0:00 Start
0:50 Starting up
1:14 Recent documents and pinning documents
2:00 Templates
2:53 Layout - Tabs, ribbons and groups in Microsoft Word
5:33 Change Views
6:34 Using Tell Me
7:25 Insert, select and edit text
9:24 Using styles in Microsoft Word
10:31 Line spacing
11:25 Number and bullet list
12:28 Increase indent in lists
13:30 Spelling, grammar and thesaurus
14:58 Hyperlinking text
15:58 Add a Drop Cap in Microsoft Word
16:13 WordArt
17:39 Insert and format pictures
20:43 Insert shapes
21:23 Image order
22:20 Group images
23:15 Customizing margins and page layout
25:04 Page breaks, adding blank pages
25:49 Insert Header or Footer
26:40 Insert page numbers in Word
27:33 Printing
27:58 Save as PDF in Microsoft Word

PowerPoint

This video is a helpful beginners guide to understanding PowerPoint. If you need help with specific things, check the list below and skip ahead to the section you need.

https://www.youtube.com/watch?v=u7Tku3_RGPs

0:00 Start
0:52 Starting PowerPoint
1:31 Pinning to find easy later
2:45 Choosing a template
3:14 Tabs, ribbon, and launch button
4:19 Tell Me
4:45 Adding text in the title slide
5:18 Inserting new slides
6:54 Insert text box
Program and Policy Development

Excel

This video is a helpful beginners guide to understanding Excel. If you need help with specific things, check the list below and skip ahead to the section you need.

https://www.youtube.com/watch?v=u7Tku3_RGPs

0:00 Start
1:07 Starting up
1:27 Recent documents and pinning documents
1:54 Templates
2:34 Layout - Tabs, ribbons, and groups in Microsoft Excel
3:48 Rows, Columns, Cells and Ranges
5:49 Worksheets in Microsoft Excel
6:52 View and zooming
7:30 Inputting Data
10:56 Formatting Data
13:38 Wrapping Text
14:22 Insert Row/ Merge & Center cells
15:41 Currency formatting
16:20 Print view
17:02 Add cell borders and colors
18:18 Basic formulas in Microsoft Excel
21:17 Copy formula
23:45 Freeze Pane
24:52 Basic Microsoft Excel functions
28:59 "Tell Me" in Microsoft Excel
29:43 Inserting charts in Microsoft Excel
Google Docs, Slides, and Sheets

Google docs, sheets, or slides are all great if you have group projects for a class because they allow all group members to edit the same live document. Google docs, sheets, and slides all save automatically so you have no risk of lost work. Google sheets can be useful for keeping track of a budget! You can also access these documents from any computer with internet access. Below are tutorial videos for Google Docs, Slides, and Sheets.

Docs
https://www.youtube.com/watch?v=Z9i_h-WMQ68&t=104s

Slides
https://www.youtube.com/watch?v=QHfbShPbtKI

Sheets
https://www.youtube.com/watch?v=Rus4buFP_a4
Appendix C

Intern Manual and Checklist

This appendix consists of the intern manual and checklist that was initiated during this capstone experience. I was able to collaborate with a team of two advocates and the program coordinator to create an intern manual that is specific to the residential arm of Selah Freedom. My role in this team was to provide input, collaboration, and perspective on what would have made my transition into Selah Freedom smoother and what would be helpful to provide new interns with to guide their learning. The manual also includes a checklist that can loosely structure a standard 12-week internship to guide interns in seeking out relevant shadowing and learning opportunities at Selah Freedom’s main campus. This checklist is intended for use with undergraduate interns that do not have program or course requirements to fill while at Selah Freedom and are primarily at Selah for shadowing experience. This intern manual and checklist are still in progress and will be finished by the advocates and residential coordinators.
SELAH FREEDOM

Bringing Light into the Darkness of Sex Trafficking

Internship Manual
ABOUT THIS INTERNSHIP MANUAL / DISCLAIMER

Selah Freedom prepared this handbook to assist you in finding the answers to many questions that you may have regarding your internship with Selah Freedom, Inc. Please take the necessary time to read it.

The team does not expect this handbook to answer all of your questions. Our Coordinator’s and Human Resources Coordinator will be a major source of information for you.

This handbook states only general Organization guidelines. The Organization may, at any time, in its sole discretion, modify or vary from anything stated in this handbook, with or without notice.
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- Principles of the Internship .................................. Page 5
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- Internship Policies .............................................. Page 6
- Respectful Communication .................................... Page 10
- Advocates Office ............................................... Page 11
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- General Manual Acknowledgment ......................... Page 14
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Core Values

OWNERSHIP - We believe that a team thrives in a community where each individual takes complete ownership. Ownership is defined as the ability to immediately, with humility, take responsibility for a situation and move towards resolution. We value individuals who embrace the process that results in mutually beneficial outcomes—benefiting the organization and others.

COLLABORATION - We value working together to accomplish shared goals to produce greater resources and reward. We see each individual as a gift, with unique talents and purpose. Selah Freedom culture does not allow for competition. When one is truly operating in their gifting each person is being empowered to their highest ability, which allows all to function at their best. Each at their best will complement the other.

GRATITUDE - We value individuals who choose to walk in gratitude, regardless of circumstances. Showing and feeling appreciation begins with a grateful attitude where nothing is owed or taken for granted. Being thankful for the small and large acts of kindness whether they are earned or given is a high priority. Our gratitude drives our actions.

COMMUNICATION - Clean and direct communication is highly regarded. It requires the strength to have authentic and transparent conversations. This creates unity that produces productivity and team bonding in the organization and the community. We aspire to resolve conflict without hesitation.

BALANCE - Selah Freedom is a fast-paced, high growth environment that attracts an individual who can stay balanced in constant change. Prioritizing family, physical, spiritual, social and career in the proper order creates a healthy, positive individual who can contribute and sustain on all levels.

We expect our staff, interns, and residents to follow the Selah Freedom core values.
Expectations

Undergraduate Interns assist and observe staff with daily responsibilities and tasks. Engages in resident activities, observes therapeutic groups and normal operations of each site location. Interns may facilitate a resident group activity/meeting with the approval and scheduling of the supervisor.

Graduate Interns conduct case studies, engage and participate in therapy sessions with clinical staff, support staff in administrative responsibilities, and lead groups. The Intern must complete tasks and duties given by staff.

*Please note that priority will be given to candidates who are highly motivated with a strong initiative and the ability to plan, organize, and prioritize the internship.*

Principles of the Internship

**Comprehensive Care** that focuses on the mind, body, and spirit.

**A Community** that provides a healthy support system for healing and transition.

**Individualized Approach** to everything we do. There is no one rule that fits all. (We do what is best for each resident)

**Safety** for each survivor’s identity and personal information as well as physical and psychological well-being.

**Strength Based Care** that focuses on the individual as the ultimate expert on herself and empowers her to take responsibility for her decisions.

Strengths Based Approach

Being a strength-based organization means we identify, value and support the participant’s strengths and skills. We recognize and encourage the participant’s strengths and resources, and see them as the expert in their own treatment. This can also mean trying to find the hidden positive when disruptive or harmful behavior is present.

Working with women in a strength-based way involves being mindful of the words we choose. For example, instead of praising things like a great outfit or academic grade, we want to encourage the strengths that you see behind the actions. “I notice you put a lot of thought into
your outfit." Or, "you studied really hard for that test. Also, using phrases like "I wonder..." or "I'm curious..." can be helpful to frame conversations. We do this because it takes notice of their effort and not the outcome. This communicates that the participant has what it takes to be successful.

**Internship Policies**

**Punctuality and Attendance**

Attendance and punctuality are very important for interns. Unnecessary absences and lateness are disruptive and place an unfair burden on Selah staff and supervisors. We expect excellent attendance from all interns. Excessive absenteeism or tardiness will result in termination of the internship. We do recognize, however, there are times when absences and tardiness cannot be avoided. In such cases, interns are expected to notify supervisors as early as possible. Interns should call, stating the nature of the absence and its expected duration.

**Hours and Scheduling**

Selah Freedom wishes to accommodate the fieldwork hours an intern must complete. In doing so, we expect interns to make their own schedule and the appropriate hours with the approval of the supervisor. Hours and scheduling must be weekly, consistent days and times to ensure our program requirements and resident’s well-being. Any changes in schedule must be approved by the supervisor. An intern must schedule hours between 8am and 8pm during the day. Hours after 8pm and before 8am are not permissible. Please arrive no earlier than 15 minutes before internship hours and leave promptly when internship hours are completed. If your internship is during meal times, please come prepared. Eating meals/food that residents and volunteers prepare will need pre approval by coordinators.

**Supervision**

The University and Interns are responsible for providing and maintaining appropriate paperwork and information for a supervisor to complete. This includes but is not limited to: online evaluations, paperwork, information for online access and hour log sheets. The supervisor is responsible for signing appropriate forms, completing evaluations, and facilitating site visits. Supervision meetings and updates are expected of graduate level interns. Supervision meetings will consist of case studies, educational requirements, and insightful discussions. The site supervisor must approve case studies and resident interviews for educational requirements. The site supervisor will be notifying the residential support of the scheduling, requirements, and preparations needed for the intern to conduct educational requirements. Under no
circumstances should an intern facilitate a group, conduct a case study, or interview a resident without the approval of the site supervisor and the notification of the team.

*Camera Phones/Recording Devices*
Due to the potential for issues such as invasion of privacy, sexual harassment, and loss of productivity, no intern may use a camera phone function on any phone on company property or while interning for Selah Freedom. The use of tape recorders, Dictaphones or other types of voice recording devices anywhere on Selah Freedom property, including to record conversations or activities of residents, staff, or management, or while performing work for Selah Freedom. Any educational exclusions are based on the approval of the supervisor. Interns must turn off locations services on your cell phone before coming on site so that privacy and safety is maintained.

*Smoking*
Smoking is prohibited on all Selah Freedom premises and in all Selah Freedom vehicles. Smoke smell on clothing is prohibited and can be a big trigger for our residents. For the resident's protection and safety smoking is prohibited. Cigarettes, E-cigs, or lighters are prohibited from any Selah Programming site during internship hours.

*Drug Policy*
To help ensure a safe, healthy and productive work environment for our staff, volunteers, and interns to protect Organization property, and to ensure efficient operations, the Organization has adopted a policy of maintaining a workplace free of drugs and alcohol. This policy applies to all interns and other individuals who perform work for the Organization.

The unlawful or unauthorized use, abuse, solicitation, theft, possession, transfer, purchase, sale or distribution of controlled substances, drug paraphernalia or alcohol by an individual anywhere on Organization premises, while on Organization business (whether or not on Organization premises) or while representing the Organization, is strictly prohibited. Interns and other individuals who work for the Organization also are prohibited from reporting to work or working while they are using or under the influence of alcohol or any controlled substances, which may impact an intern's ability to perform his or her job or otherwise pose safety concerns, except when the use is pursuant to a licensed medical practitioner's instructions and the licensed medical practitioner authorized the intern or individual to report to work. However, this does not extend any right to report to work under the influence of medical marijuana or to use medical marijuana as a defense to a positive drug test to the extent an
Intern is subject to any drug-testing requirement, to the extent permitted by and in accordance with applicable law.

Selah Freedom Inc. has authority to conduct a drug screen on interns at any time during internship. Violation of this policy will result in disciplinary action, up to and including discharge.

The Organization maintains a policy of non-discrimination and will endeavor to make reasonable accommodations to assist individuals recovering from substance and alcohol dependencies, and those who have a medical history, which reflects treatment for substance abuse conditions. However, interns may not request an accommodation to avoid discipline for a policy violation. We encourage interns to seek assistance before their substance abuse or alcohol misuse renders them unable to perform the essential functions of their jobs, or jeopardizes the health and safety of any Organization intern, including themselves. Personal Visits and Telephone Calls Disruptions during intern hours can lead to errors and delays. Therefore, we ask that personal telephone calls be kept to a minimum, and only be made or received after intern hours, or during lunch or break time. For safety and security reasons, interns are prohibited from having personal guests visit or accompany them anywhere in our facilities.

Dress and Personal Appearance

You are expected to report to your internship location well groomed, clean, and dressed according to the requirements of your position. This includes: no midriff tops, cleavage-baring tops, nor see through tops, shorts and skirts must come to one’s fingertips when arms are by her side. Neutral clothing is also required: no biased messages or graphic material on clothing. Dress may be appropriate according to the internship activities. Please contact your Supervisor for specific information regarding acceptable attire for your position. If you report to your internship dressed or groomed inappropriately, you will be given a verbal warning and will be asked to leave by a staff member. If inappropriate dress or grooming persists, the internship will be terminated.

Safety

If you are leading a group, which requires sharp objects (for example scissors, sewing needles, knitting needles etc.), then they must all be counted in the presence of the Advocates. Any missing items must be reported immediately. It is important that you maintain participant’s confidentiality while you serve her in the community. For example, on field trips or community service projects you can say she is a friend; we do not want to expose them. Turn off your location services on your cell phone before coming on site so that privacy and safety is maintained.
**Boundaries and Healthy Relationships**

Selah Freedom interns must maintain healthy boundaries with all residents. Remember to maintain a professional relationship with residents, not a friendly or familial relationship. Although it is crucial for interns to develop relationships with residents, those relationships must respect healthy boundaries at all times and follow educational guidelines. Residents will benefit more from an intern as a helping professional, than as their friend. (piece about triangulation)

*Sharing personal information with residents*

Selah Freedom interns must always be cautious of what personal information is shared with residents, as well as the intent behind the information shared. Interns should never disclose their home address, details of their sex life, nor any current substance use (e.g. social drinking, prescription medications, casual smoking, etc.) with residents. Personal stories such as overcoming trauma or recovering from past substance abuse may be shared if it is for direct benefit of the resident, and should never include personal details. These stories should never include intimate details nor glorify physical/emotional abuse or substance abuse; they should only speak to how the intern was able to overcome obstacles in a way that may relate to how the resident can overcome them as well. The purpose of sharing should always be the message behind the event- not the event itself. Selah Freedom strives to help victims walk out their journeys as survivors. Remember, each individual is a person, not a story or a project.

*For example:* "My ex was very abusive toward me, but I learned in my recovery that living my life in fear was allowing him to have control and power over me" is a personal excerpt that may help a resident going through a difficult time in her recovery. However, "my ex grabbed me by the neck and threw me on the floor and left me living in fear for years" is far too detailed and graphic to share with a resident.

Examples of **prohibited** interaction between interns and residents:

- Assisting residents in breaking house rules and/or program guidelines
- Personally purchasing an item of value for resident, including birthday and Christmas presents; any gifts should be given anonymously as donations and the Residential Support Team must approve prior to donating
- Giving a resident keys for any part of Selah Freedom property (e.g. the coaches’ room, thermostat, barn, etc.)
- Allowing a resident to operate personal or Selah Freedom vehicles that are not registered in the resident’s name (only ILP residents will ever have a vehicle on property registered to them.)
- Confiding in resident about personal life to have one’s own emotional needs met, and/or requesting advice for personal issues
- Undressing in the presence of residents for any reason
- Being in the presence of residents when they are undressing/undressed
- Any romantic, flirtatious, and/or sexual speech or body language; this is grounds for IMMEDIATE dismissal of internship.
- Let residents use your phone or Internet.
- Disclose personal information or names of the residents with anyone outside of the home. If you are referring to a resident for educational purposes please use a pseudonym.
- Disclose personal information that one resident shares with you with another resident.
- Offer to pay for anything for the residents (prescriptions, doctor appointments, clothes, shoes, furniture, cars, etc.)
- Distribute any reading material or movies without gaining prior approval from your staff supervisor.
- Drop by the home unexpectedly.
- Run or chase after a resident if they are leaving the premises of the safe house.

Respectful Communication

The Selah Freedom Residential Campus is considered a safe house. The house is meant to be physically and emotionally safe. For this reason, respectful communication is required of interns at all times. Respectful communication pertains to word choice, tone of voice, listening appropriately, as well as body language. Interns don’t always have to agree with what others say; however, they do have to show respect to others, regardless. If someone has an issue with another person, they should always approach that person directly, as long as it is safe to do so.

Social Covenant

During the Selah Freedom program, conflict is bound to arise. When it does, those in conflict need to abide by Selah’s Social Covenant in order to resolve the conflict. The Social Covenant is an agreement of how residents, staff, volunteers, etc. will treat and interact with each other, and it is signed upon entering of the program. The process of the Social Covenant provides the resident 48 hours to process, work through pre-forgiveness and role-play what she would like to say to the other resident. It provides structure and empowerment for the residents to work through conflict in a healthy way. When resolving the conflict, it is important to walk through the seven step apology. It does not need to be recited word for word, the residents are encouraged to speak in a way that is authentic for them, while still speaking on each of the seven points. It is encouraged and expected that when residents, staff, volunteers, etc have conflict, that they will utilize the Social Covenant in resolving it. Social Covenant
Advocates Office

In the Selah Freedom residential main house, there is a room designated specifically for Advocates. This room serves many functions including an office space for administrative work, a designated employee space to store staff’s personal belongings during shifts, and a secure space away from residents to store items that need to be monitored by staff (e.g., medications, sharp objects, residents’ valuables, etc.)

The Advocates room is for staff/intern use only; residents are NOT allowed to enter this space for any reason. For the purpose of clarity, there should be a clear marking of where residents may not cross. At the Selah Freedom Manatee Residential Campus for example, there is a piece of tape along the floor at the entrance to the room. This piece of tape is utilized as the mark of where residents may not cross.

The Advocates room is secured by a coded lock on the door. This door must be locked EVERY time a staff member/intern is not present in the room, regardless of how long the staff member steps away or how close in proximity they are to the room. There are no exceptions. The door should also be locked any time a staff member is asleep in the room (i.e. during an overnight shift.) Keeping this door locked is crucial to protecting the confidentiality of both resident and employee information, as well as securing potentially dangerous items within the home such as knives and medications away from the access of residents.

The code on the lock for the Advocates room should NEVER be shared with anyone who is not a Selah Freedom employee at any time. Residents, volunteers, and safe contacts should NOT be given this code at any point. The code on the lock should be changed quarterly. The code must also be changed any time a staff member is terminated, as well as any time it is suspected that a resident may have learned the code.

Prohibited Items

The following items are prohibited from being on the Selah Freedom residential campus at any time:

- Drugs, alcohol, and/or paraphernalia
- Any tobacco products: cigarettes, vapes, cigars, and/or chewing tobacco
- Matches, lighter, gasoline cans, and/or any other items used to start fire
- Lit candles or incense
- Unapproved magazines and books
- Any weapons of any kind: guns, switchblades, tasers, mace, etc.
- Animals of any type: pets, farm animals, etc.
- Dieting products
Relapse Symptoms

The following are relapse symptoms that Advocates should be aware of and report immediately if observed in a resident:

- **Exhaustion**: If a resident is becoming tired very easily, not following through with self-care, not sleeping well at night.

- **Dishonesty**: It begins with a pattern of small, unnecessary lies to those with whom the resident interacts. This is soon followed by the resident lying to herself or rationalizing and making excuses for avoiding working the program.

- **Impatience**: Things are not happening fast enough for the resident in her mind; or others are not doing what she wants them to do or what she thinks they should do.

- **Argumentative**: Arguing small insignificant points which indicate a need of always being right; this is sometimes seen as developing an excuse to drink.

- **Depression**: Overwhelming and unaccountable despair may occur in cycle. If it does, she should talk about it and deal with it. She is responsible for taking care of herself.

- **Frustration**: With people and because things may not be going her way. Remind her intermittently that things are not always going to be the way she wants them to be.

- **Self-pity**: Feeling like a victim, refusing to acknowledge that she has choices and is responsible for her own life and the quality of it.

- **Cockiness**: “Got it made”, compulsive behavior is no longer a problem. Starts putting herself in situations where there are temptations to prove to others that she doesn’t have a problem.

- **Complacency**: Not working the program with the same commitment with which she began. Having a little fear is a good thing; however, more relapses occur when things are going well than when they are not.

- **Expecting too much from others**: “I’ve changed, why hasn’t everyone else changed too?” She can only control herself. It would be great if other people changed their self-destructive behaviors, but that is their problem. She has her own problems to monitor and deal with. She cannot expect others to change their lifestyle just because she has.

- **Letting up on discipline**: Daily inventory, positive affirmations, 12-step meetings, therapy, medication, reading her religious book and prayer. This can come from complacency and boredom. Because she cannot afford to be bored with her program, she needs to take responsibility—she should talk about it and problem-solve it. The cost of relapse is too great. Sometimes she must accept that she has to do some things that are the routine for a clean and sober life.

- **The use of mood-altering chemicals**: She may feel the need or desire to get away from things by drinking, popping a few pills, etc., and her physician may participate in
the thinking that she will be responsible and not abuse the medication. This is the most subtle way to enter relapse. Take responsibility for her life and the choices that she makes. (Therapist’s Guide to Clinical Intervention: The 1-z-3’s of Treatment Planning, pg. 33)

If you are seeing signs of relapse or substance abuse in a resident it is important to bring this to an advocate or coordinator’s attention immediately. Although you may feel empowered to help the resident and process with them do not discuss your concerns with the resident at any time.
General Manual Acknowledgment

This Internship Manual is an important document intended to help you become acquainted with Selah Freedom, Inc. This document is intended to provide guidelines and general descriptions only; it is not the final word in all cases. Individual circumstances may call for individual attention. Because the Organization's operations may change, the contents of this Manual may be changed at any time, with or without notice, in an individual case or generally, at the sole discretion of management. Please read the following statements and sign below to indicate your receipt and acknowledgment of this Internship Manual.

I have received and read a copy of Selah Freedom, Inc.’s Internship Manual. I understand that the policies, rules and benefits described in it are subject to change at the sole discretion of the Organization at any time. I further understand that my internship is terminable at will, either by myself or the Organization, with or without cause or notice, regardless of the length of my internship. I understand that my signature below indicates that I have read, understand, and will abide by the above statements and that I have received a copy of the Organization’s Internship Manual.

Intern Printed Name: ______________________________

Intern Signature: ______________________________ Date: ___/___/_____

The signed original copy of this acknowledgment should be given to your supervisor or Human Resources Coordinator - it will be filed in your personnel file.
Receipt of Sexual Harassment Policy

It is Selah Freedom, Inc.'s policy to prohibit harassment of any Selah Freedom personnel by any Supervisor, employee, intern, volunteer, survivor, customer or vendor on the basis of sex or gender. The purpose of this policy is not to regulate personal morality within the Organization. It is to ensure that at the Organization all employees are free from sexual harassment. While it is not easy to define precisely what types of conduct could constitute sexual harassment, examples of prohibited behavior include unwelcome sexual advances, requests for sexual favors, obscene gestures, displaying sexually graphic magazines, calendars or posters, sending sexually explicit emails, text messages and other verbal or physical conduct of a sexual nature, such as unwanted touching of a sexual nature or sexually related comments. Depending upon the circumstances, improper conduct also can include sexual joking, vulgar or offensive conversation or jokes, commenting about an employee's physical appearance, conversation about your own or someone else's sex life, or teasing or other conduct directed toward a person because of his or her gender which is sufficiently severe or pervasive to create an unprofessional and hostile working environment.

If the employee feels that he or she has been subjected to conduct which violates this policy, the employee should immediately report the matter to their Supervisor. If unable for any reason to contact this person, or if the employee has not received a satisfactory response within five (5) business days after reporting any incident of perceived harassment, the employee should contact the Human Resources Coordinator. If the person toward whom the complaint is directed is one of the individuals indicated above, the employee should contact any Director in his or her reporting hierarchy. Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. Violation of this policy will result in disciplinary action, up to and including discharge. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the Organization will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. Interns who make complaints in bad faith may be subject to disciplinary action, up to and including discharge. All employees must cooperate with all investigations.

I have read and I understand Selah Freedom, Inc.'s Sexual Harassment Policy.

Intern's Printed Name: ____________________________

Intern's Signature: ____________________________ Date: ___/___/____

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.
Receipt of Non-Harassment Policy

It is Selah Freedom, Inc.'s policy to prohibit intentional and unintentional harassment of any individual by another person on the basis of any protected classification including, but not limited to, race, color, national origin, disability, religion, marital status, veteran status, sexual orientation or age. The purpose of this policy is not to regulate Selah Freedom's personnel's personal morality, but to ensure that in the workplace, no one harasses another individual. If you feel that you have been subjected to conduct which violates this policy, you should immediately report the matter to your Supervisor. If you are unable for any reason to contact this person, or if you have not received a satisfactory response within five (5) business days after reporting any incident of what you perceive to be harassment, please contact the Human Resources Coordinator. If the person toward whom the complaint is directed is one of the individuals indicated above, you should contact any Director in your reporting hierarchy. Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. Violation of this policy will result in disciplinary action, up to and including discharge. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the Organization will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. Interns who make complaints in bad faith may be subject to disciplinary action, up to and including discharge. All personnel must cooperate with all investigations.

Intern Printed Name: ________________________

Intern Signature: ___________________________ Date: ___/___/______

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.
Internship Drug Screening

Selah Freedom Inc. requires a drug screening for all interns accepted into the internship program. This drug screening must be completed in the allotted time the Human Resources Coordinator or Site Supervisor has requested. Information for the drug screening is listed below.

Any Lab Test Now
7242 55th Ave E
Bradenton FL 34203
941-727-8378

Hours of Operation:
Monday through Friday: 8:30am to 6:00pm
Saturday: 9:00am to 1:00pm

Drug Test Information
Drug Test (10-Panel), Urine

Description:
This **Urine Drug Test (10-Panel)** will determine the presence or absence of 10 types of drugs or their metabolites in your urine. This test is a laboratory-based test, and includes a screen and a confirmation if necessary. The levels listed below indicate the cut off level for a negative or positive result.
Drug Testing Consent, Release and Acknowledgement of Understanding

I hereby consent to submit to urinalysis and/or other tests as shall be determined thereof by the company as a condition of employment and for the purpose of determining specific drug content. I agree that the certified lab may collect these specimens for these tests and may use them or forward them to a testing laboratory designated by the Company for analysis.

I hereby release to the company, the results of the test(s) to which I have consented. I further authorize to discuss the results with medical personnel collecting the specimen, the testing facility, its directors, officers, agents, employees responsible for administering the A4 mentioned test or evaluating the results thereof and any of them herein and to use the test results in conjunction with the employment actions, Professional licensing procedures, and as a defense to any legal action to which I am party. I release any testing facility or any physicians you have tested me from any liability arising from the release of any and all results, written reports, medical records, and data concerning my test to the appropriate company officials or government agencies.

I agree that a reproduced copy of this form shall have the same effect as the original. I understand the company’s drug abuse and drug testing policy and consent to the terms set forth in the policy. I further acknowledge that the policy has been posted in an appropriate place on the company’s premises and copies are available for inspection during regular business hours.

I acknowledge that I have read this policy in fully understanding that the company can establish other work rules related to possession, use, sale or solicitation of drugs, including policies concerning arrests or convictions for drug or alcohol related offenses, and can suspend, or terminate, or deny employment for such conduct.

I have carefully read the foregoing and fully understand its contents. I agree that my signing of this consent, release and acknowledgment of understanding form is voluntary and that I have not been coerced into signing this document.

Signature

Printed Name

Date
Selah Freedom Internship Agreement

This is an agreement among ______________________ (“Intern”), and Selah Freedom. The purpose of this educational internship is for Intern to learn about the issues of sex trafficking, how Selah Freedom’s model of care is designed to confront these issues, and best practices when working with survivors, volunteers, donors, employees and various community agencies.

The term of this internship begins on ________________ and ends ________________.

Conditions of the Agreement:
- The internship is related to an educational purpose and there is no expectation that the activity will result in employment with Selah Freedom.
- The education received by the intern from the internship is for the express benefit of the Intern.
- The Intern does not replace or displace any employee of Selah Freedom.
- The Intern is not entitled to wages or any compensation or benefits for the time spent in the internship.
- Selah Freedom is not liable for injury sustained or health conditions that may arise for during the course of the internship. The Intern specially agrees to and acknowledges the following:
  - The Intern will be required to participate in a group orientation.
  - The Intern will receive weekly, group supervision from an appropriate supervisor.
  - The Intern will work ____________ hours per week and flexibility is expected, as the days of week/times hours are performed will vary.
  - Intern will maintain a regular internship schedule determined by Intern and her/his supervisor.
  - In an effort to maximize education and experience, Intern’s role and area of focus within Selah Freedom will vary throughout the internship.
  - Selah Freedom may at any time in its sole discretion, terminate the internship without notice or cause.
  - Intern will demonstrate honesty, punctuality, courtesy, cooperative attitude, proper health and grooming habits, appropriate dress and willingness to learn.
  - Intern will maintain the utmost level of confidentiality in all work performed.
  - Intern will abide by the policies, rules, and regulations of Selah Freedom and comply with all business practices and procedures.
  - Intern will furnish her/his supervisor with all necessary information pertaining to internship, including related assignments and reports.
• Intern assumes all of the risks of participating in the internship program. In consideration of the opportunity afforded to Intern to participate in the internship program, Intern hereby agrees that she/he, her/his assignees, heirs, guardians and legal representatives, will not make a claim against Selah Freedom or any of its staff, volunteers, directors, or affiliate organizations for the injury or death to Intern or damage to her/his property, however caused, arising from her/his participation in the internship program.

I understand that this unpaid, learning experience is not employment and that Intern is not entitled to wages or employment at the completion of the unpaid learning experience.

I agree to follow the regular schedule below as a condition to my hours and commitment to my internship at the approval of the site supervisor.

_____________________________________________  _______________________________________________
Intern                                                                                     Selah Site Supervisor and Position

_____________________________________________  _______________________________________________
Date                                                                                       Date
## Intern Checklist

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<tr>
<th>Task</th>
<th>Observed task being completed (signature)</th>
<th>Signed name and signature of advocate I observed</th>
<th>Date</th>
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<tr>
<td>Read Manual's Intern, Residential, ELP/LPI</td>
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<td>Complete Required Paycom Trainings and Onboarding Trainings</td>
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<td>Obtain access and become familiar with Residential Google Calendar</td>
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<td>Body Search/Bag Search</td>
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<td>Checking Items In/Out</td>
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<td>Observe Advocate watching computers</td>
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<td>Logging of Drug Screen/Pregnancy Test/Nicotine Test On Software</td>
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<td>Logging Shift Notes/ Balanced Living</td>
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<td>Communication via Vox</td>
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<td>Attend a Support team meeting</td>
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<td>Attend Transition Team meeting</td>
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<td>Observe Case Management Intake</td>
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<td>Attend group curriculums in Main Residential and ELP houses</td>
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<td>Participate in an Immersion Tour</td>
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<td>Attend Hunger's End food bank</td>
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<td>Attend Employment Workshop</td>
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Meet with Program Coordinator to establish a weekly schedule. At this time, you will schedule a meeting time to check on your progress throughout the program.

Attend an Advocates meeting to be introduced to staff.

Your Residential Property: Become familiar with ELP and H Housing.

Shade an effect of the brochure with daily tasks.

Become familiar with how to send and listen to messages on voicemail.

Meet with counselor to work on Problem solving, acting, communication, time management, and journaling (see notes on umbrella for more).

Attend an alternative service offered by the program, Dr. Home Therapy.

Attend the program's final exam.

Attend a meeting with Curriculum Specialist to review the curriculum that targets to the worker.

Meet with Coordinators about potential projects.

Attend an alternative service offered by the program, Dr. Home Therapy.

Attend a meeting with Clinical Coordinator to gain a better understanding of what clinical services are offered at the main house.

Attend a meeting with Case Manager to go over intake process and meet with residents.

Meet with Education Advocate.

Attend a meeting with ELP residents.

Check in with Coordinators on project progress.

Establish a plan with coordinator to check on project progress.

Continue working on project.

Continue working on project.

Continue working on project.

Continue working on project.

Present final project at advocates meeting.
Appendix D

Mentor Training Library Sample

This appendix includes a sample of the mentor training library that was created for use by the mentor advocate. The sample provided discusses and trains mentors on the Selah Freedom performance standard, capacity. The mentor training gives mentors background on why the topic is important for survivors and how Selah Freedom empowers survivors to use these skills in their daily lives. The training also includes a role play to demonstrate what healthy and unhealthy capacity looks like.

Additional curriculum topics included in this library are Selah Freedom’s five Core Values: Balance, Collaboration, Communication, Gratitude, and Ownership; Empowered Thinking: Deficiency Messages, What Happened, My Story; Active Listening; Gossip; Manipulation and Triangular Communication; Personalization; Sarcasm; Triggers; and Selah Freedom’s Performance Standards: Innovation, Leadership, and Speed.
Mentor Training Library Capacity

Start the recording

Welcome

Thank you so much for joining us this evening! ........intro and important housekeeping...........

Have any new mentors or volunteers introduce themselves.

CAPACITY

Today we would like to talk about one of our performance standards - capacity.

WHY: Capacity ties into all of our core values: balance, communication, collaboration, gratitude, and ownership.

SHIFT TO PROBLEM: As our women progress in our program, they often feel overwhelmed by increased responsibilities. In addition, they experience a great deal of personal growth which can be uncomfortable as they process through trauma, and other clinical issues. It is not uncommon for our women to become emotionally escalated when they experience the challenges that come with being in a residential program.

REASON: While this may be alarming to mentors and sponsors, we want to reassure you that it is normal. Our women are not used to having to manage stress in a healthy manner - for years they have been numbing uncomfortable feelings or coping in unhealthy ways. In addition, most of them grew up in environments where those around them managed stress and strong emotions by becoming emotionally escalated, violent, or turned to substances to numb their feelings.

SOLUTION: Being in Selah Freedom’s residential program is a powerful opportunity for our women to learn how to manage uncomfortable feelings - to stretch their capacity. If they have over committed, they can learn the important life skill of having to set down a plate to keep the most important ones in the air. If they are experiencing strong emotions as a result of personal growth, they can learn the important skill of self-processing and self-care.
MENTOR APPLICATION/LESSON: As mentors and sponsors, you have a golden opportunity to help your survivor see all circumstances, good and bad, as an opportunity for growth.

Capacity has an external and internal component. Externally, capacity is the ability to collaborate with others and map priorities that allow you to produce sustainable outcomes. Internally, capacity is the ability to navigate challenging situations without becoming emotionally escalated.

So imagine when your EXTERNAL capacity is at its best, you are able to balance a lot of different plates in the air. The plates can represent anything; school, work, family, health, friends. Internally you are calm and self-aware. You know which “plates” are most important to keep in the air, when you need to set something down and when to collaborate and hand something really important off to another person.

INTERNAL capacity can be thought of as a balloon. As a balloon is filled, it stretches to fit all the air. Similar to the plates we discussed before, the air can represent anything happening with us internally. You know about how much “air” you can hold before you need to release some to avoid popping. If you pause while filling this balloon to release some air every once and a while, you reduce the risk that it will pop. When the balloon is filled to its full capacity, what happens if you suddenly let go of it? It may fly all round, in unexpected directions, until finally deflating and falling to the floor.

### Question for the Group

These are examples of capacity at its best. But what happens when our capacity is maxed out?

*Wait for the group to give their answers.*

When our internal or external capacity is reached, plates begin to fall, our balloon pops, challenging situations become overwhelming, and our emotions are easily triggered and often escalate disproportionally to the situation. Additionally, balance goes out the window, communication breaks down, collaboration stops, gratitude fades, and often we might blame others rather than take ownership. Does this sound about right?

### Role Play

Next we’re going to do a quick role play to show you an unhealthy and a healthy example of how you could help a survivor navigate a challenging situation regarding their capacity.

**Unhealthy**
**Survivor:** Hi Deb, sorry I had to shorten my pass. I forgot I had to volunteer this afternoon. I can’t keep track of my schedule. I have so much to do. School is so hard and I am working now. I still have to volunteer and I need to prepare to lead a group in the house. I just don’t know how I will get everything done. I am so stressed out!!

**Mentor:** That’s okay! You’ll be fine. Besides, just wait till you graduate. You’ll have so much more to worry about then.

**Survivor:** I guess you’re right. I am supposed to go home this weekend too and I don’t know if my sister is going to be there or how I will respond if she is.

**Mentor:** I’m sure it’ll be fine if she is there!

**Survivor:** I don’t know. I am really at a point where I don’t think I can keep going. I am getting really depressed. I can’t sleep and I think I am going crazy.

**Mentor:** Oh I totally understand. I haven’t slept well this week either. We all go through this every once in a while.

**Survivor:** I guess you’re probably right. It’ll be fine.

---

**Question for the Group**

Did the mentor validate the survivor?
Did she minimize the problem?
Did she solve the problem?

---

**Healthy**

**Survivor:** Hi Deb, sorry I had to shorten my pass. I forgot I had to volunteer this afternoon. I can’t keep track of my schedule. I have so much to do. School is so hard, and I am working now. I still have to volunteer and I need to prepare to lead a group in the house. I just don’t know how I will get everything done. I am so stressed out!!

**Mentor:** I can tell you are really feeling stressed and your capacity is being stretched. Do you know what an amazing job you are doing at managing everything you do?

**Survivor:** I guess, but I have an exam and I don’t know when I will have the time to prepare for it and I am supposed to go home this weekend and I don’t know if my sister is going to be there or how I will respond if she is.

**Mentor:** It sounds like you are trying to manage a lot externally as well as internally. I want to
remind you that you have all the tools you need to manage. Maybe you can use this as an opportunity to really stretch yourself.

**Survivor:** I don’t know. I am really at a point where I don’t think I can keep going. I am getting really depressed. I can’t sleep and I think I am going crazy.

**Mentor:** Sometimes we grow the most when we learn how much we can actually balance. You have been managing a lot. There may be some things you could pause on. I am just really amazed at what you have accomplished. It sounds like you may need to talk to your support team.

**Survivor:** Thanks. I appreciate that. I have been trying to please everyone. Sometimes I forget how much I am doing and how well I am doing. I really appreciate your support.

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If you notice your survivors are stretched to their max and really struggling, point them back to their support system and their support team so that we can avoid a further escalation that may lead to relapse thinking or other emotional conflicts. If you don’t feel as though the survivor is digesting your feedback, taking your support in, or if a survivor ever mentions that they don’t want to talk to their support team about an issue, that should always be reported back to the coordinators or a mentor advocate. If you’re ever getting a gut feeling that you may need to let us know about something, feel free to call. We would rather know before an issue is a big deal so that we can get out in front of it and help them digest and process whatever their problem is at that time.

**Closing**

*Any closing questions or comments from facilitators or participants.*

*End the recording*