

# Psychoeducational Group Proposal: **Trauma Bonding in Human Trafficking Survivors**

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“Human trafficking erodes personal dignity and destroys the moral fabric of society. It is an affront to humanity that tragically reaches all parts of the world.”

President Donald J. Trump

*(Department of State, 2020, p. 3)*

# Contents





# Definition of Human Trafficking

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- “The United States considers *trafficking in persons*, *human trafficking*, and *modern slavery* to be interchangeable umbrella terms that refer to both sex and labor trafficking” (Department of State, 2020, p. 3).
- The Trafficking Victims Protection Act (TVPA) defines human trafficking as “sex trafficking in which a commercial sex act is induced by force, fraud, or coercion .... and is the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through ... force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery” (Department of State, p. 10).



# Definition of Trauma Bonding

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- Specifically in human trafficking, *Trauma Bonding* potentially\* refers to the relationship between the trafficker and the victim within the cycles of abuse where an emotional connection is borne from and sustained by using rewards and punishments to control the victim; and is posited to be medically rooted in psychological coercion (Department of State, 2020).

*\*There is currently no medical standard for diagnosis, agreed upon definition, or definitive understanding of its prevalence on trafficking victims (Department of State).*



## Global Overview

- Human trafficking is a \$150 billion worldwide industry that affects 40 million people; 35% are male and 65% are female; and the United States leads all the countries in demand (International Labour Organization, 2017; United Nations Office on Drugs and Crime, 2021).

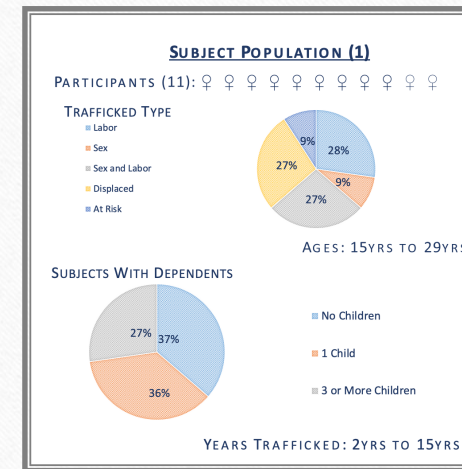
A woman is holding a white protest sign with the text "#TRAFFICKING STOLE OUR DREAMS" written in black marker. The background of the slide is a faded image of a woman in a patterned top standing in front of a white fence and a building.

#TRAFFICKING  
STOLE OUR DREAMS



# Why the Psychoeducational Group?

- Psychoeducational groups do not normally provide therapy for those in crisis with an identifiable challenge (Brown, 2018); however, because of the complex nature of *Trauma Bonding* concurrently with its lack of understanding and available medical diagnoses (Department of State, 2020), the educational format of the psychoeducational group would lend itself to gather data for research and evaluative purposes (Yalom & Leszcz, 2005).



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## Why the Psycho-educational Group? (con't.)

- A *hybrid\** group focusing on the inner resources from the Personal Development and Prevention Group format; and inner strength building from the Development Group format [is recommended] (Brown, 2018).

*\*An integrative approach of incorporating affective and cognitive therapeutic interventions (Furr, 2000).*



# Group Demographics

- Sex or labor trafficked – or a combination of both
- Current trafficking status is *free*
- Female-only participants
- 18 years of age and older
- Ethnically and racially diverse
- English speaking with a 6th grade reading and writing comprehension level
- May or may not have children from trafficking experience



# Group Design and Rationale

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## One female group leader

- Female group leaders have a greater influence on empowering members along with creating affirmative outcomes like cohesion (Post, 2015).

## Homogeneous closed group for females

- To gain trust and cohesiveness quickly with the goal of in-depth interpersonal behavior, the cohesiveness theory advocates for the homogeneous composition (Yalom & Leszcz, 2005).

## Location

- Secure and confidential facility at a faith-based organization as they are strategically located and widely considered safe (Department of State, 2020).



# Group Design and Rationale (con't.)

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## Six to ten female participants

- This is an average number of participants selected for brief group therapy in which personal, emotional-social learning is at its greatest advantage (Brown, 2018).

## Installment One

- 12 weeks (once per week) – 3 hours per session
- Installment One with option to continue for a second installment (Yalom & Leszcz, 2005); giving group a chance to focus on the successfulness of identified therapeutic interventions for *Trauma Bonding*.



# Inclusionary Criteria\*

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1. Should be motivated with a sense of responsibility and commitment to Self and the group process (Yalom & Leszcz, 2005).
2. According to the *2020 Trafficking In Persons Report* (Department of State, 2020), human trafficking survivors showcase the following *Trauma Bonding* behavior:
  - a lack of emotional independence;
  - a sense of despair and overall pessimistic outlook in life; and
  - have relapsed a minimum of one time back to their previous way of life.

*\*Both criteria 1 and 2 must be met for a participant's inclusion into the group.*



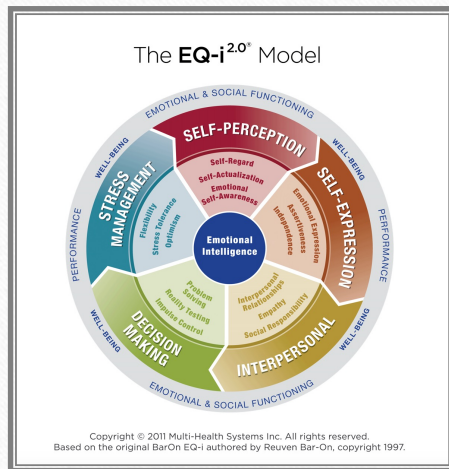
# Group Leader Expectations

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- Establish and facilitate trust from and between the group members (Yalom & Leszcz, 2005).
- Create a safe and affirmative environment for group members (Brown, 2018).
- Model the concept of failing forward (Maxwell, 2000).
- Remain focused on the behavior of *Trauma Bonding* with appropriately selected and targeted exercises, interventions, and homeplay\* (Furr, 2000).
- Be flexible and adaptive to the group process as it organically transpires (Furr).

*\*Homeplay is a more affirmative, fun way to associate homework for the group members. It is this group leader's preferred term after researching the importance of playfulness as an affective skill (Puccio et al., 2011).*

# Prescreening Evaluation #1: EQi<sup>®</sup>



The Emotional Quotient Inventory (EQi<sup>®</sup>) was chosen for two purposes (Bar-On, 1997; Multi-Health Systems, Inc., 2011):

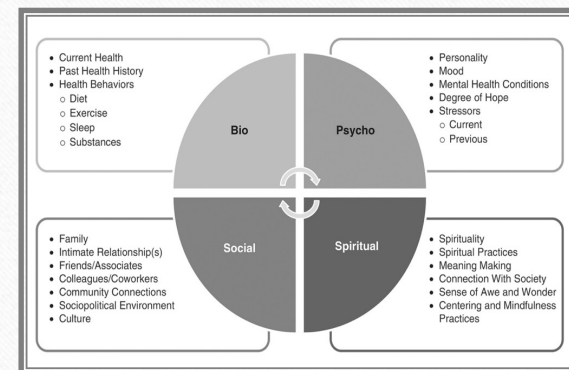
- to establish a baseline in the competencies of *Self Regard*, (*Emotional*) *Independence*, *Optimism*, and *Problem Solving*, along with the level of *Happiness*; and
- to gather data and evaluate the therapeutic interventions used to better define and understand *Trauma Bonding* and its cognitive and affective behaviors with trafficked survivors.



# Prescreening Evaluation #2: BPSS

The biopsychosocial-spiritual (BPSS) assessment (Robinson & Taylor, 2017) was chosen for two purposes:

- because of its integrative approach to evaluating an individual; and
- to help identify an individual's level of motivation, responsibility, and commitment to Self and others as required in the Inclusionary Criteria.



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# Ethical and Legal Concerns – Group

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Informed Consent with Social Media Policy & Confidentiality Disclosure  
(Yalom & Leszcz, 2005; Brown, 2018) –

- Share the group leader's therapeutic experiences, academic credentials, and trauma-related experiences in order to model risk-taking and authenticity in the self-disclosure process.
- Share the in-group behaviors expected from the group leader and members.
- Share and explain the appropriate social media behavior from the group members.
- Share how confidentiality is expected from the group leader and members.



# Ethical and Legal Concerns – Informal Research

*aligned with the International Review Board requirements (FDA, n.d.)*

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Informed Consent – separate from the Group Informed Consent.

- Includes background and reasoning related to the *Trauma Bonding* relationship; there are minimal risks involved; it is 100% voluntary and not required to participate in Group; and data gathered is confidential without identities being revealed.

Qualitative – the group leader will examine the group members' emotional-social functioning competencies and their impact, if any, from using cognitive and affective strategies and exercises to break the *Trauma Bonding* relationship.



# Ethical and Legal Concerns – Informal Research (con't.)

*aligned with the International Review Board requirements (FDA, n.d.)*

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Quantitative – the EQi<sup>®</sup> will be administered pre-Group and post-Group to determine an overall emotional-social intelligence baseline score (pre) and then to see if there is any change from the baseline score (post).

- **Self Regard, (Emotional) Independence, Optimism (Hope and Resiliency), and Problem Solving** with the **Happiness** indicator will be of particular importance as these correlate to the Inclusionary Criteria presented herein from the findings of the *Trafficking In Persons Report 2020* (Department of State, 2020).



# Integrated Best Practices

*(Puccio et al., 2011; Peterson & Seligman, 2004; Scott & Wolfe, 2015)*

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Our integrated best practices are based on a shared value system anchored in ethical and moral predicate:

- A shared belief system in love, respect, trust, integrity, informed consent, confidentiality, truthfulness, authenticity, hope, and professional competence and responsibility.
- The pursuit of a life filled with happiness, engagement, and purpose.
- The consideration of any conflicts of interest personally, professionally, and/or spiritually.
- Full transparency and complete disclosure between participants and providers.
- Exercising humility and modesty when consulting colleagues and providers.
- Implementing an affirmative environment toward emotional-social, cognitive, physical, and spiritual wellness.

# Topics for Exploration

*(Bar-On, 1997; Multi-Health Systems, Inc., 2011)*

- **Self-Regard** – respecting oneself; increasing inner strength and self-confidence
- **(Emotional) Independence** – being self guided; free from emotional dependency on others
- **Optimism (Hope and Resiliency)** – securing a positive attitude; outlook in life
- **Problem Solving** – finding solutions in emotionally charged situations; understanding how emotions affect choices
- **Happiness** – the well-being indicator



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# Goals and Objectives

Create

Create a greater sense of self-respect and feeling intrinsically strong and confident.

Secure

Secure a happier, more resilient, and positive attitude in life with a renewed hope for the future.

Replace

Replace emotional dependency with emotional independency.

Find

Find ways to make emotionally void decisions.

Teach

Inherently teach what mutually beneficial relationships look like.

Activate

Activate the by-product of happiness.

Every purpose is established  
by counsel: and with good  
advice make war.

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Proverbs 20:18 (*Holy Bible*, 1964)



# The Framework

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*The Power of the Affirmative and Modes of Structure*

# The Power of the Affirmative



The power of the affirmative to transcend an individual within a safe, confidential environment promotes positive behavior anchored in five self-driven Know Thyself principles borne from this group leader herein from the evolution of the Identity Model (Stryker, 1968; Brenner et al., 2018). These include the following:

1. **Understand Thyself:** *value yourself*
2. **Accept Thyself:** *believe in yourself*
3. **Embrace Thyself:** *love yourself*
4. **Like Thyself:** *admire and praise yourself*
5. **Respect Thyself:** *honor and trust yourself*

The Know Thyself principles mandate the practice of failing forward in the form of miss-steps or miss-takes to allow the opportunity to excel in personal and professional growth while overcoming adversities and celebrating successes (Maxwell, 2000).

It is within the affirmative that the ability for individuals to *value* (Understand), *believe* (Accept), *love* (Embrace), *admire and praise* (Like), and *honor and trust* (Respect) themselves take precedence, which is essential in (re)building a self-belief system that uniquely and exclusively reflects their identity in Self, viz., self-concept (Hattie, 1992/2014); while also sustaining the emotional-social, cognitive, physical, and spiritual efficiencies, leading to a strong Self-Regard with the ability to take risks.



# Modes of Structure



Research has shown a preference for group leaders who provide a structure to their group sessions, e.g., beginning the group, sharing the agenda for the session, inviting active participation from members, and keeping the group on task during group process – resulting in superior results (Yalom & Leszcz, 2005).

The staples or “modes of structure” include:

*Welcome. Housekeeping. Shareback. Agenda. Working Phase. Homeplay.  
Closing Debrief.*

# Outline of Group Sessions

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12 weeks (once per week) – 3 hours per session



# [ Beginning Stage ]

## Session 1

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- **Welcome** – group leader introduces self and thanks the group members for participating; offers a prayer
- **Housekeeping** – group leader reviews the group rules and the importance of the members being accountable and committed to the group process
- The concept of **The Affirmative Environment**<sup>1</sup> is introduced as a group with the importance of failing forward and making miss-takes (Maxwell, 2000)
- **Introductions** – the group members introduce themselves, what brought them to group, and share one learning outcome; an ice breaker is available should the group need warming up (Fall, 2012)

<sup>1</sup>Borne from this group leader herein from the evolution of the Identity Model (Stryker, 1968; Brenner et al., 2018).

# [ Beginning Stage ] Session 1 (con't.)

- **Homeplay** – the power of miss-takes; think of one miss-take made; bring to session two to discuss
- **Closing Debrief** – group leader closes out the session by recapping the session and asking group members the following questions:
  1. *Did you have any surprises?*
  2. *What did you like about group today?*
  3. *What didn't you like about group today?*
  4. *What would you like to see more of? Less of?*

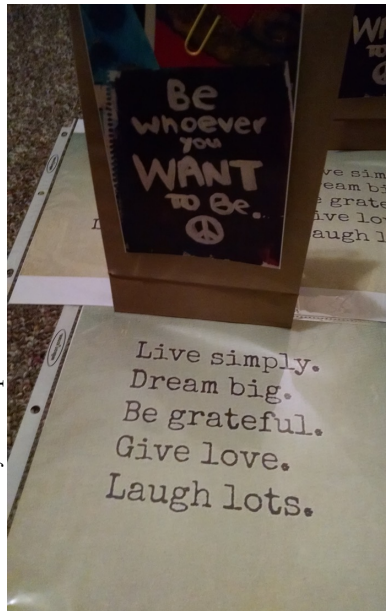


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## [ Beginning Stage ] Session 2

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- **Welcome** – group leader welcomes group; group member offers a prayer or inspirational thought
- **Shareback** – group leader checks in with group to see if anyone needs to discuss an issue
- **Agenda** – group leader provides the agenda for session

## [ Beginning Stage ] Session 2 (con't.)

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- **Working Phase** – the group leader asks members to discuss the power of mistakes; introduces the affective behavior of Dreaming (Puccio et al., 2011), gives out journals, and asks if anyone wants to share their perspective on dreams; models and shares how to use positive self-talk (Furr, 2000)
- **Homeplay** – daily positive affirmations: think it, write it, say it (Peterson & Seligman, 2004)
- **Closing Debrief** – group leader closes out the session by recapping the session and asking group members if they had any surprises, what they liked/didn't like, what they'd like to see more of/less of





## [ Beginning Stage ] Session 3

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- **Welcome** – group leader welcomes group; group member offers a prayer or inspirational thought
- **Shareback** – group leader checks in with group to see if anyone needs to discuss an issue
- **Agenda** – group leader provides the agenda for session
- **Working Phase** – members share a positive affirmation with each other and then how receiver feels about that affirmation (Peterson & Seligman, 2004); this is done the same as the homeplay, in which the affirmation is thought, written, said, and then given to receiving member; members share any old, current, or new dreams with group
- **Homeplay** – daily positive affirmations focusing on self-respect, inner strength, and self-confidence: think it, write it, say it (Peterson & Seligman)
- **Closing Debrief** – group leader closes out the session by recapping the session and asking group members if they had any surprises, what they liked/didn't like, what they'd like to see more of/less of

## [ Beginning Stage ] Session 4

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- **Welcome** – group leader welcomes group; group member offers a prayer or inspirational thought
- **Shareback** – group leader checks in with group to see if anyone needs to discuss an issue
- **Agenda** – group leader provides the agenda for session
- **Working Phase** – members share one example of how they currently self-talk, which may initiate some conflict from other members, e.g., keeping the member honest in their self-talk perception (Furr, 2000); this is an excellent opportunity to model and guide the members through conflict resolution (Yalom & Leszcz, 2005)
- **Homeplay** – daily positive affirmations focusing on resilience: think it, write it, say it (Peterson & Seligman, 2004)
- **Closing Debrief** – group leader closes out the session by recapping the session and asking group members if they had any surprises, what they liked/didn't like, what they'd like to see more of/less of



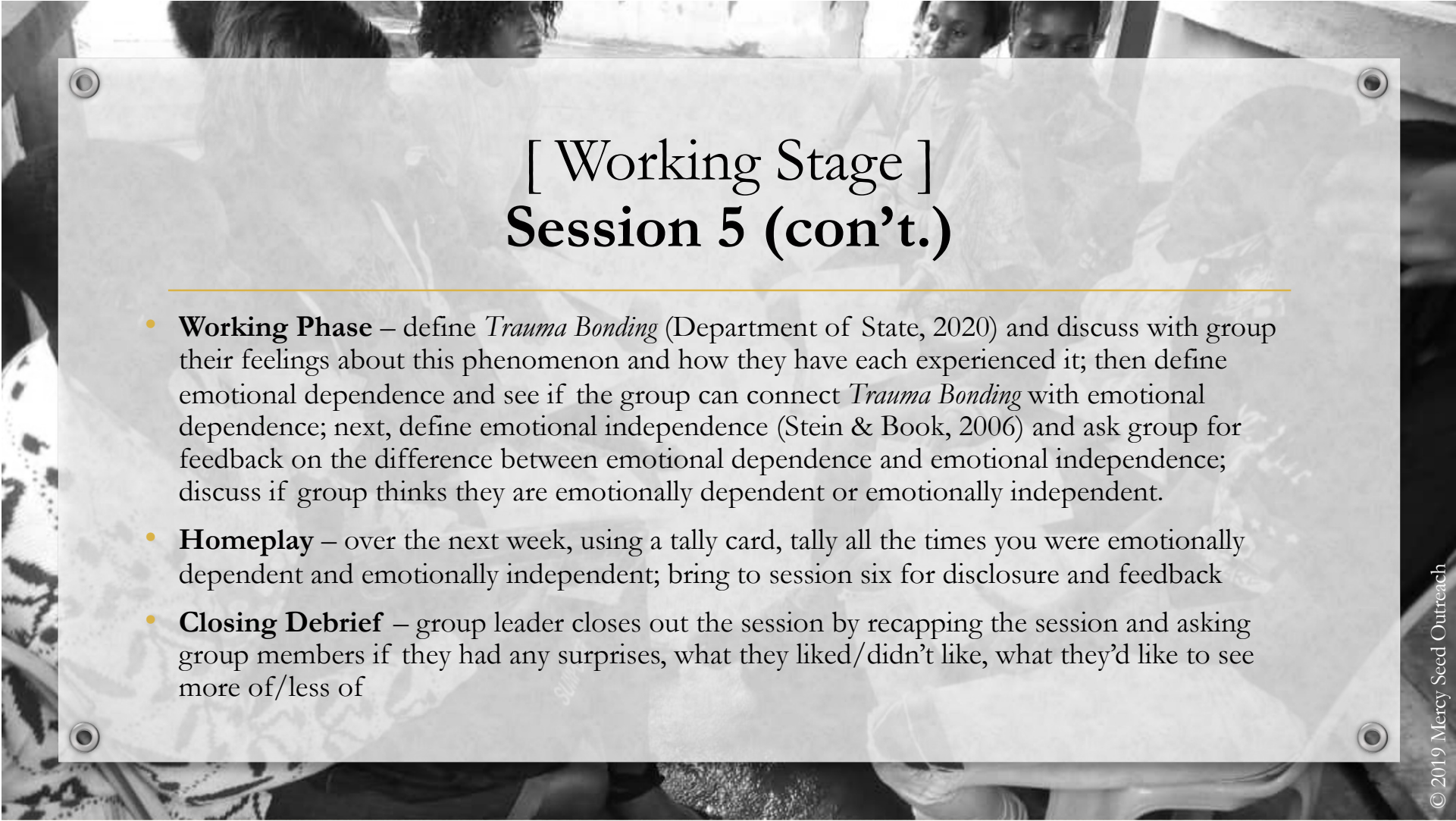


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## [ Working Stage ] Session 5

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- **Welcome** – group leader welcomes group; group member offers a prayer or inspirational thought
- **Shareback** – group leader checks in with group to see if anyone needs to discuss an issue
- **Agenda** – group leader provides the agenda for session



## [ Working Stage ] Session 5 (con't.)

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- **Working Phase** – define *Trauma Bonding* (Department of State, 2020) and discuss with group their feelings about this phenomenon and how they have each experienced it; then define emotional dependence and see if the group can connect *Trauma Bonding* with emotional dependence; next, define emotional independence (Stein & Book, 2006) and ask group for feedback on the difference between emotional dependence and emotional independence; discuss if group thinks they are emotionally dependent or emotionally independent.
- **Homeplay** – over the next week, using a tally card, tally all the times you were emotionally dependent and emotionally independent; bring to session six for disclosure and feedback
- **Closing Debrief** – group leader closes out the session by recapping the session and asking group members if they had any surprises, what they liked/didn't like, what they'd like to see more of/less of



## [ Working Stage ] Session 6

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- **Welcome** – group leader welcomes group; group member offers a prayer or inspirational thought
- **Shareback** – group leader checks in with group to see if anyone needs to discuss an issue
- **Agenda** – group leader provides the agenda for session
- **Working Phase** – bring emotional dependence directly into the here-and-now by asking each member if they can think of a time when another member showcased their emotional dependence; have the receiving person provide their observation, perception of those comments; then allow another member to go; this may work like rounds to the group's advantage (Fall, 2012); next bring into the discussion the tally cards
- **Homeplay** – quiet reflection and journaling to promote experiential learning (Brown, 2018)
- **Closing Debrief** – group leader closes out the session by recapping the session and asking group members if they had any surprises, what they liked/didn't like, what they'd like to see more of/less of

## [ Working Stage ] Session 7

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- **Welcome** – group leader welcomes group; group member offers a prayer or inspirational thought
- **Shareback** – group leader checks in with group to see if anyone needs to discuss an issue
- **Agenda** – group leader provides the agenda for session
- **Working Phase** – group leader announces that the group will be taking a much-needed pause to provide time to discuss reflective thoughts and share experiential learning (Brown, 2018); Are there any questions, concerns? Does anyone need to say something on behalf of Self or to another group member? A spiritual, inspirational meditative exercise is led in prayer.
- **Homeplay** – self-assessment on self-respect, self-confidence, optimism, and hope for the future (Stein & Book, 2006)
- **Closing Debrief** – group leader closes out the session by recapping the session and asking group members if they had any surprises, what they liked/didn't like, what they'd like to see more of/less of



## [ Working Stage ] Session 8

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- **Welcome** – group leader welcomes group; group member offers a prayer or inspirational thought
- **Shareback** – group leader checks in with group to see if anyone needs to discuss an issue
- **Agenda** – group leader provides the agenda for session
- **Working Phase** – group discusses their self-assessments on self-respect, self-confidence, optimism, and hope for the future in the here-and-now (Stein & Book, 2006)
- **Homeplay** – continued reflection and journaling deepen experiential learning (Brown, 2018)
- **Closing Debrief** – group leader closes out the session by recapping the session and asking group members if they had any surprises, what they liked/didn't like, what they'd like to see more of/less of



## [ Closing-Termination Stage ] Session 9

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- **Welcome** – group leader welcomes group; group member offers a prayer or inspirational thought
- **Shareback** – group leader checks in with group to see if anyone needs to discuss an issue
- **Agenda** – group leader provides the agenda for session
- **Working Phase** – group leader should remind the group they are now in the final stages of group with 4 sessions remaining; have an open discussion about how that makes members feel inclusive of the good-bye process and the importance of honoring the work done in group (Fall, 2012); next, link the cognitive to the affective by facilitating the group through a meditative exercise in visualizing one future outcome that brings hope, happiness, and purpose (Torrance & Safter, 1998); group discusses future outcome with each other
- **Homeplay** – journal about how you might achieve this future outcome (Brown, 2018; Stein & Book, 2006)
- **Closing Debrief** – group leader closes out the session by recapping the session and asking group members if they had any surprises, what they liked/didn't like, what they'd like to see more of/less of





## [ Closing-Termination Stage ] Session 10

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- **Welcome** – group leader welcomes group; group member offers a prayer or inspirational thought
- **Shareback** – group leader checks in with group to see if anyone needs to discuss an issue
- **Agenda** – group leader provides the agenda for session
- **Working Phase** – group leader defines the emotional-social competency of problem solving (Stein & Book, 2006); group members discuss what solving problems without emotion might look like; share decisions made that were emotionally charged and ramifications of those; look at that decision void of emotion and discuss
- **Homeplay** – revisit your journal entries about how you might achieve this future outcome making sure not to have it wrapped up in emotion (Stein & Book); discuss in session 11
- **Closing Debrief** – group leader closes out the session by recapping the session and asking group members if they had any surprises, what they liked/didn't like, what they'd like to see more of/less of



## [ Closing-Termination Stage ] Session 11

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- **Welcome** – group leader welcomes group; group member offers a prayer or inspirational thought
- **Shareback** – group leader checks in with group to see if anyone needs to discuss an issue
- **Agenda** – group leader provides the agenda for session
- **Working Phase** – group leader reminds group that the next session will be the final session; group needs to come to final session with thoughts on how to closedown with a final good-bye, along with any comments in order to tie things up for closure (Fall, 2012); next, group discusses how to implement one future outcome with group offering ideas to support each
- **Homeplay** – think about how you might want to say good-bye in final session, as well as any final thoughts, comments to share (Fall)
- **Closing Debrief** – group leader closes out the session by recapping the session and asking group members if they had any surprises, what they liked/didn't like, what they'd like to see more of/less of



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## [ Closing-Termination Stage ] Session 12

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- **Welcome** – group leader welcomes group; group member offers a prayer or inspirational thought
- **Shareback** – group leader checks in with group to see if anyone needs to discuss an issue; group leader shares that this group has completed its qualitative data gathering for the informal research on *Trauma Bonding* and will move to its post-quantitative data with sending out the EQi®
- **Agenda** – group leader provides the agenda for session

## [ Closing-Termination Stage ] Session 12 (con't.)

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- **Working Phase** – group leader facilitates the final closing session; group shares any last thoughts, issues, comments with each other; group leader reminds group that this has been installment one and checks in with group to see if anyone wants to continue with installment two and if so, how many sessions that might look like; if the group is unanimous or at least six participants want to continue, the group leader will initiate the next phase (Yalom & Leszcz, 2005); post EQi<sup>®</sup> assessments will be sent out with results made available for independent review at a date to be determined; group determines unanimously what the good-bye process will involve; good-byes are completed (Fall, 2012); group ends
- **Final Closing Debrief** – group leader recaps and summarizes installment one group therapy; group also comments on what group therapy has meant to them



The Dorey Method™ (TDM) Program of Integrative Study is a comprehensive approach that works with trauma survivors – specifically, those who have been subject to violent crime, sex trafficking and/or labor trafficking – in efforts to restore their emotional and social well-being. Additionally, TDM tests (through the EQI 2.0 measure) the veracity of the hypothesis that breaking the generational/cultural barriers that precede, support and drive much of this trauma, can be broken.

TDM is a one-year program of study, which incorporates nine in-field tested methodologies: Your Belief System (based on Peterson & Seligman work in the Positive Psychology domain); Creative Problem-Solving (Miller-Firestier-Vehar/2001); the Thinking Skills Model (Puccio-Mance-Murdoch/2010); The Leadership Challenge (Kouzes-Posner/2007); EQI® 2.0 (MHS Inc./2011 and Bar-On/1997); Foursight® (Puccio/1999); The SAVI Approach (Meier/2000); The Chain of Defense™ (Derey/2019 and Aviram/2009); and Servant Leadership (McNeal/2006).

With the administration and the EQI® 2.0, insight can be gained on the emotional and social functioning composites of Self-Perception, Self-Expression, Interpersonal, and Social Functioning. The EQI® 2.0 – more specifically, in the Self-Perception, Self-Expression, and Problem Solving, and Optimism.

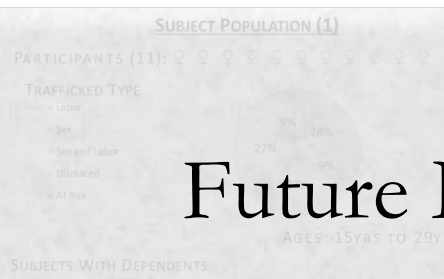
TDM hopes to restore and reinforce emotional and social functioning through the facilitative use of the Affirmative Empowerment Model anchored in The Affirmative Empowerment Model. This model includes positive value-driven behaviors, creative problem-solving skills, cognitive thinking and affective skills; leadership practices; emotional and social well-being competencies; creative preference styles; utilization of all four senses when learning new subject material; self-defense skills; and instilling the importance of paying it forward.

This novel, innovative approach for trauma survivors is being quantified by the EQI 2.0 psychometric measure. Our work during TDM also centered around achieving financial and medical independence, which included financial and medical education and vocational training, healthcare costs, and safe shelter for participants and their children.

The absolute goal of TDM hopes to break the generational/cultural cycle of violence and trafficking, while establishing a new treatment of those affected trauma survivors.

#### OBJECTIVES

- ❖ Collect and analyze data on emotional and social well-being of a unique population pre-, mid-, and post-intervention of The Dorey Method Impact Study.
- ❖ Assess and analyze the intervention method and goals of trauma survivors, communities, healthcare organizations, and various medical professionals.
- ❖ Build a trauma survivor's adaptability, self-efficacy; positive value-driven behaviors; creative problem-solving skills; cognitive thinking and affective skills; leadership practices; emotional and social well-being competencies; creative preference styles; utilization of all four senses when learning new subject material; self-defense skills; and instilling the importance of paying it forward – anchored within an applied creative, affirmative environment.
- ❖ Break generational/cultural barriers within existing and future subject populations to break the cycle of violence.

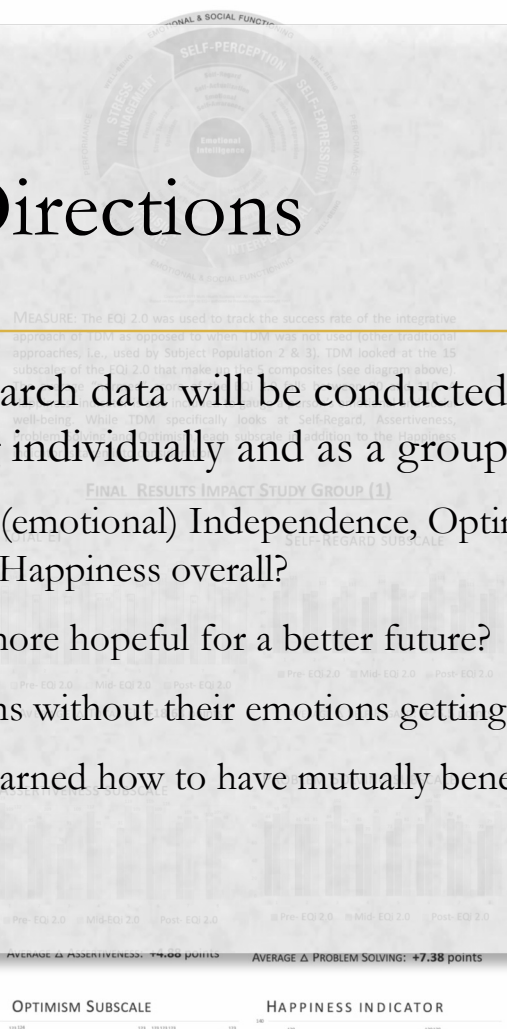


# Future Directions

Qualitative and quantitative *informal* research data will be conducted by the group leader to determine the following individually and as a group:

1. What affect was there on Self-Regard, (emotional) Independence, Optimism (Hope and Resilience), Problem Solving, and Happiness overall?
2. Are the group members happier and more hopeful for a better future?
3. Can the group members make decisions without their emotions getting in the way?
4. Have the group members inherently learned how to have mutually beneficial relationships?

**THE DOREY METHOD™ PROGRAM OF INTEGRATIVE STUDY™**  
Building the generational categories of violence and abuse and more at a time through an integrative approach using the 200+ combined years of trauma, health, and well-being.



The EQI 2.0 FINAL RESULTS: TDM Impact Study began in March 2019 and ended March 2020. The combined Overall EI in Subject Population 1 increased 18.63 points; and while the 5 composites and 15 subscales are taken into consideration, the Impact Study specifically looks at the Self-Regard, Assertiveness, Problem Solving, and Optimism subscales – all of which have increased as shown in the charts to the left. Additionally, our study takes heed of the Happiness Indicator, which increased by an average of 19 points. In contrast, the combined Overall EI in Subject Population 2 & 3 increased 15 points; Self-Regard decreased 7 points, Assertiveness increased 3.5 points, Problem Solving increased 2.15 points, Optimism increased 3.5 points, and Happiness increased 1.5 points.

Aside from the Problem Solving subscale, all other subscales in consideration either decreased or increased LESS than those in Subject Population 1 who went through TDM Impact Study. These promising results highlight the effectiveness of TDM, showing that TDM is doing its job of restoring the emotional and social well-being of its participants.

**THE DOREY METHOD FINAL RESULTS:** When we met the Impact Study group participants in March 2019, we observed sadness, despair, financial struggles, lack of educational and vocational training, a sense of hopelessness, and a sense of isolation. Today, we observe happiness, an understanding of hopefulness, a re-imagined future vision, and a resiliency to resolve daily challenges anchored in a renewed sense of Self. And today, participants: (1) have established their individual belief systems inclusive of Trust Circles; (2) know how to ideate, strategize and implement a plan of action; (3) understand firsthand the significance of an Affirmative Environment; (4) dream in pursuit of their passions; (5) deliberately take risks based on a balanced sense of reality; (6) utilize their senses when learning new subject material; (7) incorporate all their senses when learning new subject material; (8) physically and physically defend themselves; (9) non-physically and physically defend themselves; (10) speak up for themselves; and most importantly, (11) engage in and propel forward the entrepreneurial and community spirit while paying it forward.

#### FUTURE DIRECTIONS

The Dorey Method Program of Integrative Study provides a novel approach to the treatment and restoration of trauma survivors that has been tested in a medical arena. Through the use of the Dorey Method, we provide an integrative program with emphasis on emotional and social wellness that would be a great addition to continuing medical education (CME). Unlike any treatment available, TDM has great potential to become a field of study used to be on the forefront of the future will gain practical insight and expertise, enhance the quality of the care for their patients, and change the overall dynamic of the medical industry along with its approach to emotional and social wellness.

In addition to the potential for a vital role in medical academia, TDM serves as an outlet to educate physicians and their communities about the realities of human trafficking and the management of ongoing issues. Through use of community networking, TDM could lead to a greater awareness to build a vigilant society ready to combat the threat of human trafficking that looms right in our own backyards.

Fundamentally, The Dorey Method Program of Integrative Study and its practice, has meaningful implications in terms of state, national and global health policy, medical school

The Dorey Method™ (TDM) Program of Integrative Study is a comprehensive approach that works with trauma survivors – specifically, those who have been subject to violent crime, sex trafficking and/or labor trafficking – in efforts to restore their emotional and social well-being. Additionally, TDM tests (through the EQI 2.0 measure) the veracity of the hypothesis that breaking the generational/cultural barriers that precede, support and drive much of this trauma, can be broken.

TDM is a one-year program of study, which incorporates nine in-field tested methodologies: Your Belief System (based on Peterson & Seligman work in the Positive Psychology domain); Creative Problem-Solving (Miller-Firestier-Vehar/2001); the Thinking Skills Model (Puccio-Manage-Murdoc/2010); The Leadership Challenge (Kouzes-Posner/2007); EQI® 2.0 (MHS Inc./2011 and Bar-On/1997); Foursight® (Puccio/1999); The SAVI Approach (Meier/2000); The Chain of Defense™ (Derey/2019 and Aviram/2009); and Servant Leadership (McNeal/2006).

With the administration and qualitative psychometric measure (the EQI® 2.0), insight can be gained on the emotional and social functioning, composite scores of Self-Expression, Self-Expression, Interpersonal, and more specifically, in the Problem Solving, and Optimism.

TDM hopes to restore and through the facilitative use of positive value-driven behaviors, thinking and affective skills; leading to well-being competencies; creating senses when learning new subject material; and instilling the importance of paying it forward.

This novel, innovative approach for trauma survivors is being quantified by the EQI 2.0 psychometric measure. TDM also centered around achieving financial and trafficked independence, which included financial and vocational training, healthcare, education and their children.

The absolute goal of TDM hopes to break the generational/cultural cycle of violence and trafficking, while establishing a path of treatment of those affected trauma survivors.

## INTRODUCTION

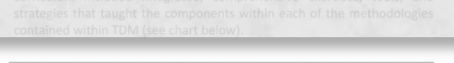
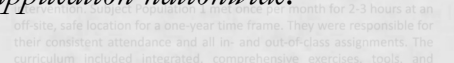
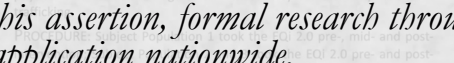
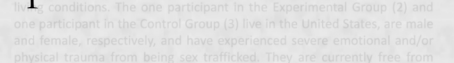
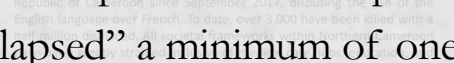
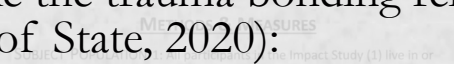
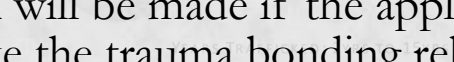
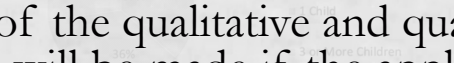
## SUBJECT POPULATION (1)

PARTICIPANTS (11): ♀ ♀ ♀ ♀ ♀ ♀ ♀ ♀ ♀ ♀ ♀

### TRAFFICKED TYPE



SUBJECTS WITH DEPENDENTS



THE DOREY METHOD™ PROGRAM OF INTEGRATIVE STUDY®									
YBS	CPS	TSM	TCC	EQI	4SITE	SAVI	TCCD	SRE	

# Future Directions (con't.)

Upon review of the qualitative and quantitative *informal* research data, a determination will be made if the applied cognitive and affective strategies and exercises broke the trauma bonding relationship\* from the following behaviors (Department of State, 2020):

- a lack of emotional independence;
- a sense of despair and overall pessimistic outlook in life; and
- have “relapsed” a minimum of one time back to their previous way of life.

*\*If data supports this assertion, formal research through the International Review Board will be initiated on a wider, more broad application nationwide.*

- ❖ Collect and analyze data on emotional and social intelligence and well-being of a unique population: Dorey Method Impact Study.
- ❖ Assess and analyze the internal and external factors of trauma survivors, community medical professionals.
- ❖ Build a trauma survivor's adaptability, self-efficacy; positive value-driven creative problem-solving skills; cognitive thinking and affective leadership practices; emotional and social well-being competencies; creative preference styles; utilization of all four senses when learning new subject material; self-defense skills; and instilling the importance of paying it forward – anchored within an applied creative, affirmative environment.
- ❖ Break generational/cultural barriers within existing and future subject population to break the cycle of violence.

The EQI 2.0 FINAL RESULTS: TDM Impact Study began in 2019 and ended March 2020. The combined Overall EI in Subject Population 1 increased 18.63 points; and while the 5 composites and 15 subscales are taken into consideration, the Impact Study specifically looks at the Self-Regard, Assertiveness, Problem Solving, and Optimism subscales – all of which have increased as shown in the charts to the left. Additionally, our study takes heed of the Happiness Indicator, which increased by an average of 19 points in contrast, the combined Overall EI in Subject Population 2&3 increased 35 points; Self-Regard decreased 7 points, Assertiveness increased 3.5 points, Problem Solving increased 2.5 points, Optimism increased 3.5 points, and Happiness increased 1.5 points.

Aside from the Problem Solving subscale, all other subscales in consideration either decreased or increased LESS than those in Subject Population 1 who went through TDM Impact Study. These promising results highlighting the effectiveness of TDM, showing that TDM is doing its job of restoring the emotional and social well-being of its participants.

The DOREY METHOD FINAL RESULTS: When we met the Impact Study group of participants in March 2019, we observed sadness, despair, financial and cultural barriers, lack of educational and vocational training, and a sense of intense loneliness. Today, we observe happiness, a renewed vision, and a renewed sense of Self. And today, participants have established their individual belief systems inclusive of a plan to create, strategize and implement an affirmative environment; (4) dream in pursuit of their passions; (5) deliberately practice mindfulness; (6) take risks based on a balanced sense of reality; (7) exemplify and practice leadership skills; (8) incorporate all their senses when learning new subject material; (9) non-physically and physically defend themselves; (10) speak up for themselves; and most importantly, (11) engage in and propel forward the entrepreneurial and community spirit while paying it forward.

## FUTURE DIRECTIONS

The Dorey Method Program of Integrative Study provides a novel approach to the treatment and restoration of trauma survivors that has nine in-field programs with emphasis on emotional and social wellness that would be a great for continuing medical education (CME). Unlike any treatment available to date, TDM has great potential to become a field of study used to be a 21st-century physician that our patients deserve. With education on the management of trauma survivors, physicians of the future can enhance the care for their patients, and change the overall dynamic of the medical industry along with its approach to emotional and social wellness.

In addition to the potential for a vital role in medical academia, TDM serves as an outlet to educate physicians and their communities about the realities of human trafficking and the management of it. Through use of community networking, TDM could lead to a greater awareness to build a vigilant society ready to combat the threat of human trafficking that looms right in our own backyards.

Fundamentally, The Dorey Method Program of Integrative Study and its practice, has meaningful implications in terms of state, national and global health policy, medical school



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