

B11. SILENCING THE SELF/SELF-ADVOCACY SCALE

USE WHEN YOU WANT TO EVALUATE:

Outcomes :

- ✓ Healthy behavior: improved self-advocacy
- ✓ Increased individual capacity and competency

Intervention types:

- ✓ Targeted education activities for priority population
- ✓ Skill building sessions to increase capacity to engage in risk reduction behaviors
- ✓ Outreach to priority populations to increase their capacity to engage in risk reduction behaviors
- ✓ Activities to help people living with HIV/AIDS, hepatitis C or related communicable diseases access resources and services

Worked well with these populations:

- ✓ Older Black women living with HIV

Interventions for:

- ✓ HIV
- ✓ hepatitis C
- ✓ STIs

DESCRIPTION

This short (excerpted – the full scale is not published) questionnaire asks about the extent to which participants are able to self-advocate in their relationships. It has been used to assess the outcomes of interventions aiming to empower vulnerable women in their relationships and health care. This tool was used in a controlled evaluation of a program aiming to develop empowerment for older Black women with HIV; it founds positive effects on this self-advocacy scale.

WHY THIS TOOL MIGHT BE USEFUL FOR COMMUNITY-BASED INTERVENTIONS

- ✓ Suitable for before and after testing of a program's effects
- ✓ Applicable to use with other priority populations
- ✓ Easily completed and analysed
- ✓ Could easily be programmed to be given electronically

Developed in:

- ✓ English

ADMINISTRATION, DESIGN, SCORING and ANALYSIS CONSIDERATIONS

ADMINISTRATION

- This questionnaire should take about 10 minutes each time.
- Tell participants why you are using the questionnaire, being clear that it is to evaluate the intervention to help make it better, and not to evaluate or judge them.
- Participation should be voluntary, so tell participants that it is ok if they do not complete the questionnaire, and assure participants that there are no negative consequences if they don't want to complete it. Give them a way to do something else at the same so that the confidentiality of this decision is protected. (For further information on ethical considerations in carrying out evaluations, see [Ethics Resources](#))
- Ensure that people feel safe and that the space is confidential; no one can see their answers.

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DESIGN OPTIONS

Measuring before and after intervention (this is the best option because it measures actual change)

1. **WHEN TO USE:** Have the questionnaires filled out before the intervention or at the very beginning of it, and again after, as close to the end as possible (often the very last session is not suitable because it may be a celebration, or have low attendance).
2. **LINKING RESULTS:** Include a way to match the same person's pre and post questionnaires while protecting confidentiality, for example using a [password](#) or unique identifier that respondents generate and remember.
3. **SCORING:** Calculate the total number of 1 and 2 answers (disagree and strongly disagree) and total to get the Self-Advocacy Score.
4. **ANALYSIS:** Compare the pre and post scores for each individual, noting how many people improve, how many stay the same, and how many get worse.

Measuring change only after the end of an intervention: (this is the second best option, because people often think the intervention has had more effect than it really did)

1. Adapt the questions so that the interview asks people what their answer is now and what it was before the intervention. For example, for question 1 ask: *"Before this program, I tended to judge myself by how I thought other people saw me."* AND, *"Now, I tend to judge myself by how I think other people see me."* (see an [example](#))
2. **SCORING:** Calculate the total number of 1 and 2 answers (disagree and strongly disagree) and total to get the Self-Advocacy Score.
3. **ANALYSIS:** Compare the pre and post scores for each individual, noting how many people improve, how many stay the same, and how many get worse.

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	Strongly disagree				Strongly agree
1. I tend to judge myself by how I think other people see me.	1	2	3	4	5
2. I never seem to measure up to the standards I set for myself	1	2	3	4	5
3. Caring means putting the other person's needs in front of my own.	1	2	3	4	5
4. Considering my needs to be as important as those of the people I love is selfish.	1	2	3	4	5
5. I don't speak my feelings in an intimate relationship when I know they will cause disagreement.	1	2	3	4	5
6. When my partner's needs and feelings conflict with my own, I always state mine clearly.	1	2	3	4	5
7. I find it is harder to be myself when I am in a close relationship than when I am on my own.	1	2	3	4	5
8. Often I look happy enough on the outside, but inwardly I feel angry and rebellious.	1	2	3	4	5
9. My partner loves and appreciates me for who I am. (Reverse)	5	4	3	2	1

Sources:

DeMarco, R. F., & Chan, K. (2013). **The Sistah Powah structured writing intervention: A feasibility study for aging, low-income, HIV-positive black women.** American Journal of Health Promotion; Jack, D., Dill, D. The Silencing the Self Scale: Schemas of Intimacy Associated With Depression in Women Psychology of Women Quarterly, 16 (1992), 97-106.