

Training Session Plan

Dimensions, Dynamics
and Impact of Family
Violence

One-Day Program

AVERT
FAMILY VIOLENCE



**Collaborative Responses in
the Family Law System**



An Australian Government Initiative

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Assistant Secretary
Family Law Branch
Attorney-General's Department
3-5 National Circuit
Barton ACT 2600

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Training Session Plan – Dimensions, Dynamics and Impact

Program Title: Dimensions, Dynamics and Impact of Family Violence

Program Length: One Day

Intended Participants: Workers within the Family Law System

Program Learning Outcomes:

- Introduce knowledge about prevalence, dynamics and impact of family violence in contemporary Australia
- Increase recognition of key research themes and findings in the area of family violence
- Develop ability to identify and respond effectively to people who are affected by family violence
- Increase ability for collaborative practice in relation to family violence.

Pre-Course Activities:

Ensure participants receive:

- Pre-course Evaluation Form*
- Pre-reading for day one: AVERT Paper: *Dimensions, Dynamics and Impact of Family Violence*

Room Setting and Equipment: It is recommended that this program be run with a group size no bigger than 25 and the tables should be arranged in “Cabaret” style allowing participants to work in small groups. Equipment necessary for the program includes:

- Video projection
- Whiteboard

Facilitator Preparation:

The AVERT Family Violence Training Package is a multi-disciplinary training package that will be delivered to different professions with different skill sets. Facilitators should tailor the package for their particular audience and context. The package has been constructed with an assumption that an experienced trainer from within relevant professional groups will deliver the training.

Prior to delivering the program, it is essential for the facilitator to view all the video resources and read all the papers that are indicated for use in the session plans. These are listed for quick review at the end of this document and are located on the website under For Trainers/ Resources/ By Type. It is also recommended that facilitators practice any of the activities that are unfamiliar to them. This will assist in having a thorough understanding of the materials and being well prepared to answer any questions that participants may raise. This preparation also provides an opportunity for the facilitator to clarify any hesitations or queries



they may have with any aspect of the training. Family violence can be an emotional and controversial topic in many groups. Practicing ways of responding to anticipated reactions will assist in the creation of a quality education experience.

When tailoring a package for a particular audience, facilitators may need to prepare some of their own PowerPoints and Handouts, drawn from the facilitator notes and general materials. A template PowerPoint and Fact Sheet is provided for this purpose on the website under Resources/ By Type/ Learning Materials.

Named fact sheets, discussion papers and resources for training exercises are all provided and can be found on the website under the program title. Points to emphasise are indicated in the session plans as well as in the detailed outline of training exercises.

All exercises, fact sheets, PowerPoints, discussion papers and course evaluation forms can be found on the website under Resources/ By Type.

Program timing in the session plan is a rough estimate and is based on a group of between 20 – 25 participants. However, the level of participation of each group necessarily impacts the amount of time that each activity will take. It is envisaged that each facilitator will know which exercises need to be curtailed if the program is running over time.

In many cases various sections of the Video Resources have been broken up into chapters (e.g. Scenarios; Overview of Family Law system). The appropriate chapters for specific exercises within the training programs are indicated as required. Chapters are listed under Resources/ By Type on the website. Click on the chapter required to start viewing.

Handouts for the Program:

A folder of additional reading can be provided for each participant containing the following AVERT Discussion Papers:

- Legal Frameworks*
- Responding to Diversity*
- Screening, Risk Assessment and Safety Planning*
- Prevention Strategies: Involving and Engaging Perpetrators*
- Multidisciplinary Collaboration and Integrated Responses to Family Violence*



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
5 min	<p>Welcome</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction of facilitator <input type="checkbox"/> Acknowledgement of Indigenous custodians of the local area <input type="checkbox"/> 'Housekeeping' and timeframe details 	
25 min	<p>Introductions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show a brief Introduction <i>Libby Lloyd AM</i>. Link her comments to the need for the Family Law System to respond effectively to family violence. <input type="checkbox"/> Present the <i>Learning Outcomes</i> PowerPoint for this program and ensure that everyone has received the pre-reading and completed the <i>Pre-Course Evaluation</i> form. <input type="checkbox"/> Collect the completed <i>Pre-Course Evaluation</i> forms. <input type="checkbox"/> Ask participants to say their name, work role and what they most want to gain from the program. Link participants' responses to the learning outcomes and/or the overall need for skills within the Family Law System to respond to family violence. 	<p>Opinion Piece: Introduction by <i>Libby Lloyd AM</i> on DVD 3</p> <p>PowerPoint: <i>Dynamics and Dimensions Learning Outcomes</i></p> <p><i>Pre-Course Evaluation</i> forms</p>
60 min	<p><i>Dimensions and Dynamics of Family Violence - Quiz</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Distribute a copy of the <i>Dynamics of FV Quiz</i> (without the answers) to each participant and ask them to answer the quiz in small groups. <input type="checkbox"/> Go through the answers as a whole group. (Prizes for tables who get more than 75% of the answers correct are an option) <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working definition of family violence as outlined in AVERT Paper: <i>Dimensions and Dynamics of Family Violence</i> and on PowerPoint: <i>Definitions of Family violence</i> <input type="checkbox"/> Family violence is not only physical but involves fear, intimidation and control which entraps victims, making separation difficult and often dangerous 	<p>Exercise: <i>Dynamics of Family Violence Quiz without answers</i>, for each participant.</p> <p>Exercise: <i>Dynamics of Family Violence Quiz with answers</i>, for each participant.</p> <p>PowerPoint: <i>Definitions of Family Violence</i></p> <p>Sweets or Promotional Materials such as pens, key rings etc as prizes (optional).</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<ul style="list-style-type: none"> <input type="checkbox"/> Terminology: Family Violence and Domestic Violence <input type="checkbox"/> Approximately 50% of children exposed to family violence develop long term mental health issues if recovery from the immediate trauma is not facilitated <p>Remind participants that the background to this quiz is in the pre-reading sent to them.</p>	
15 min	Break	
60 min	<p><i>Duluth Wheel of Violence</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Handout a copy of the <i>Duluth Wheel of Violence</i> Fact Sheet and talk through the components of the Wheel <input type="checkbox"/> Show a Testimonial of <i>Lucy, Kate or Anj</i> (or select another that relates most significantly to the clients with whom your participants work) <input type="checkbox"/> In small groups, ask participants to note the dynamics of family violence that are evident within the testimonial that relate to the <i>Duluth Wheel</i>. <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The significance of non-physical violence, and in particular, social isolation as a result of living with family violence. For instance: How does the violence impact the victim's relationship with family and friends? The fear that results from living with violence becomes an 'organising principle' of a victim's life. It is something that shapes their behaviours and limits relationships and social activities. 	<p>Fact Sheet: A copy of the <i>Duluth Wheel of Violence</i> for each participant</p> <p>Testimonial: <i>Lucy, Kate or Anj</i> on DVD 5</p>
30 min	<p>Children and Family Violence</p> <p><i>Triads Exercise</i></p> <p>Refer to the detailed facilitator notes for the <i>Triads Exercise</i></p> <p>Use the suggested statements on the impact of family violence on children, as topics for discussion.</p> <p>Invite participants to briefly make comments or note any reflections from this exercise. Summarise the common concerns regarding children. Explain that you will present the research evidence in the next session.</p>	<i>Triads Exercise</i>
45 min	Lunch	



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
75 min	<p>Impact of Family Violence on Children</p> <p>Present the PowerPoint: <i>Impact of Family Violence on Children</i>.</p> <p>Show the Expert Discussion: <i>Impact on Children</i> featuring Dr Jennifer McIntosh and Professor Lawrence Moloney</p> <p>Note key themes emerging from this professional discussion. Invite discussion of real work experiences from the group and relate these to the themes.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children who are exposed to violence and conflict require their own attention and support to recover and re-establish a “protective cocoon” <input type="checkbox"/> The old assumptions that children don’t notice or simply ‘get over’ trauma quickly are significantly refuted by research over the past 20 years <input type="checkbox"/> Infants and pre-school children are seriously impacted by family violence. This includes experiencing neurological harm (that occurs <i>without</i> physical assault happening to them) <input type="checkbox"/> Children who are compliant and well behaved should not be assumed to be ok, rather compliance maybe a sign of fear and trauma. <p>In order to be familiar with the above issues it is important for the facilitator to have read both the McIntosh et al report (see resources column here) and the AVERT Paper: <i>Dimensions, Dynamics and Impact of Family Violence</i> that is part of this package.</p> <p>In addition it is highly recommended that facilitators read the book: <i>In the Name of the Child</i>, by Johnston, Roseby and Kuehnle (See reference at the end of this program).</p>	<p>PowerPoint: <i>Impact of Family Violence on Children</i></p> <p>Expert Discussion: <i>Impact on Children</i> on DVD 4</p> <p>Also refer to and have a copy for each participant of the ‘Integrated Findings’ section on pages 8-9 of McIntosh et al (2010). <i>Post Separation parenting arrangements</i>: (See reference at end of this program)</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
30 min	<p>Testimonial – Jacob</p> <p>View <i>Jacob’s</i> Testimonial and discuss participant reactions.</p> <p>Some Key Questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is your overall response to Jacob’s testimonial? <input type="checkbox"/> What were the effects of Jacob’s father’s violence? <input type="checkbox"/> How do you view Jacob’s relationship with other members of his family? <input type="checkbox"/> What strengths do you see in Jacob? <input type="checkbox"/> In what ways might Jacob’s childhood experiences impact on him as an adult? <p>Highlight the effects of living with the violence that Jacob reveals, noting that living with his father’s abuse of his mother impacts separately from being physically abused himself.</p>	<p>Testimonial: <i>Jacob</i> on DVD 5</p>
15 min	<p>Break</p>	
60 min	<p>The Changing Legal and Social Context</p> <p>The purpose of this section is to give an historical context to the changing nature of Australia’s legal frameworks in relation to family violence.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conduct the <i>History Timeline Exercise</i> by following the detailed facilitation notes. <p>This exercise will prompt a discussion about gender relations and the facilitator is encouraged to be familiar with the gender discussion in the AVERT Paper: <i>Dimensions, Dynamics and Impact of Family Violence</i>.</p> <p>As an alternative - or if there is extra time available - conduct the <i>Legal Quiz</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distribute a copy of the <i>Legal Quiz</i> (without answers) to each participant and ask them to answer the quiz in small groups. Allow 20 minutes. <input type="checkbox"/> Go through the answers as a whole group. (Prizes for tables who get more than 75% of the answers correct are an option for this exercise.) <p>Highlight the fact that family violence as a legal issue, sits within a complex framework of laws within both state and federal jurisdictions.</p>	<p>Exercise: <i>History Timeline</i> and/or <i>Legal Quiz</i> (with and without answers)</p> <p>Refer to gender discussion and prevalence sections of the AVERT Paper: <i>Dimensions, Dynamics and Impact of Family Violence</i>.</p> <p>Refer to the AVERT Paper: <i>Legal Frameworks</i></p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
30 min	<p>Summary of issues for the Family Law System</p> <p>View <i>Alice Bailey's</i> Opinion Piece</p> <p>Discuss:</p> <ul style="list-style-type: none"><input type="checkbox"/> What are the key issues that Family Violence brings to work within the Family Law System?<input type="checkbox"/> What are the key supports that individual workers need to effectively respond to family violence?<input type="checkbox"/> What are the major referral networks and options for this work?	Opinion Piece: <i>Alice Bailey</i> on DVD 3
15 min	<p>Closing Round</p> <p>Invite participants to report to the whole group in a 'round', something from the day that they will share with others.</p> <p>Handout <i>Post-Course Evaluation forms</i> for completion and collect these before participants depart.</p>	<i>Post-Course Evaluation forms</i>

References:

Johnston, Janet R. Roseby, Vivienne and Kuehnle Kathryn (2009) *In the Name of the Child: A developmental approach to understanding and helping children of conflicted and violent divorce* New York: Springer Publishing

McIntosh, J. Smyth, B. (2010) *Post-separation parenting arrangements: Patterns and developmental outcomes for infants and children, Synopsis of two studies* Family Transitions
http://www.familytransitions.com.au/Family_Transitions/Family_Transitions.html