

# Training Session Plan

Psychology Students  
Two-Day Program or  
Selected 1 to 2-Hour Tutorials

**AVERT**  
FAMILY VIOLENCE



**Collaborative Responses in  
the Family Law System**



An Australian Government Initiative

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## Training Session Plan - Psychology Students

**Program Title:** Multidisciplinary Family Violence Skills Training Program

**Program Length:** Two-day whole program, or separate 1 to 2 hour tutorials.

NOTE: This program has been specifically designed to allow facilitators to 'lift out' individual 1 to 2-hour tutorials on key topics. These can be inserted into a range of higher education programs to match coursework requirements in applied psychology courses. It is intended that course coordinators adapt and apply the contents and materials to their specific needs. The program activities are directed towards an undergraduate level but can be adapted to more experienced audiences if required.

**Intended Participants:** Students of applied psychology

### 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.
- Develop awareness of the role of psychologists and other professional practitioners in relation to family violence.
- Increase ability for reflective analytical thinking about good practice approaches in relation to family violence.

### Pre-Course Activities:

Ensure participants receive:

- Pre-Course Evaluation* forms
- 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 and PowerPoint 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*

The folder should also contain:

- Pre-Course and Post-Course Evaluation forms*



**Day One**

TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
<p><b>15 min</b></p>	<p><b>Welcome</b></p> <p>Acknowledgement of Indigenous custodians of the local area.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introductions – after the facilitator has been introduced, ask the participants to share with the person next to them (on both sides), their name, where they are from and something they already know about family violence.</li> <li><input type="checkbox"/> Invite any initial comments about Family Violence and what participants know/do not know.</li> <li><input type="checkbox"/> Briefly outline aims of the program.</li> <li><input type="checkbox"/> Alert participants to the sometimes challenging and distressing content in this program and provide group rules and support for debriefing if required.</li> <li><input type="checkbox"/> ‘Housekeeping’ and timeframe details.</li> </ul>	<p>Name stickers &amp; pens</p> <p>PowerPoint: <i>Psychology Program Learning Outcomes</i></p>
<p><b>105 min</b></p>	<p><b>What is Family Violence?</b></p> <p>Ask participants to brainstorm their ideas about family violence. Briefly draw out themes and highlight myths and facts from the <i>Myths and Facts</i> Fact Sheet. In particular, ensure the following points are made :</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Family violence is also sometimes called domestic violence, spouse abuse, or intimate partner violence</li> <li><input type="checkbox"/> Family violence is fundamentally about the use of power and control</li> <li><input type="checkbox"/> It is not only physical abuse</li> <li><input type="checkbox"/> It is a <i>pattern</i> of behaviour over time</li> <li><input type="checkbox"/> It occurs in all populations and age groups</li> <li><input type="checkbox"/> Family violence has long term harmful effects upon victims and also children who live in households where it is occurring. (Approximately 50% of children exposed to family violence develop long term mental health issues if recovery from the immediate trauma is not facilitated)</li> </ul>	<p>Fact Sheet: <i>Myths and Facts</i></p> <p>Fact Sheet: A copy of the <i>Duluth Wheel of Violence</i> for each participant</p> <p>PowerPoint: <i>Definitions of Family Violence</i></p> <p>Testimonial: <i>Lucy</i></p> <p>PowerPoint: <i>Impact of Family Violence on Adult Victims</i></p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p>Present the PowerPoint: <i>Definitions of Family Violence</i> as further explanation of the previous points.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Handout a copy of the <i>Duluth Wheel of Violence</i> Fact Sheet and talk through the components of the wheel.</li> <li><input type="checkbox"/> Now show <i>Lucy's Testimonial</i></li> </ul> <p>NOTE: The facilitator may wish to explain that during the training there will be several video screenings and it is important to highlight the difference between viewing for entertainment and viewing as a 'professional analyst'. It is encouraged that participants take written notes of key messages and concepts that stand out for them as they watch.</p> <p>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> <p style="background-color: #e0e0e0;">Emphasise:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The significance of non-physical violence and in particular, social isolation as a result of living with FV. 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</li> <li><input type="checkbox"/> The multiple impacts of FV on adult victims (utilise the <i>Impacts on Adult Victims</i> PowerPoint if required)</li> </ul>	
<b>15 min</b>	<b>Break</b>	
<b>60 min</b>	<p><b>Indicators of Family Violence – Power and Control</b></p> <p>What do we mean when we say FV is about power? Invite comments and questions from the group.</p> <p>Follow the detailed facilitator notes to conduct the <i>Defining Violence</i> Exercise.</p>	<p>Exercise: <i>Defining Violence</i></p> <p><i>Defining Violence</i> Cards. One set for each group (from Exercise Sheet)</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p><b>Emphasise:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Family Violence is not relationship conflict</li><li><input type="checkbox"/> By far the overwhelming majority of victims of FV are women. Family violence is situated within a history of gender inequality and male privilege. This context supports male perpetrators to use powerful tactics of control. However, contemporary gender roles are undergoing changes that make the use of violence more available to women</li><li><input type="checkbox"/> In order to notice and screen for family violence we must be aware of controlling behaviour and its effects</li></ul>	
60 min	<p><b>Power and Control Continued</b></p> <p>Show chapters 1 to 6 of <i>Tony and Jessica's Story</i> and conduct the <i>Personal Profile</i> Exercise which includes Discussion Notes.</p> <p>Ask participants in their small groups to consider what questions enabled the family dispute resolution practitioner to investigate the strategies of power and control used by Tony and the effects of these on Jessica.</p>	<p>Scenario: <i>Tony and Jessica's Story</i></p> <p>Exercise: <i>Personal Profile</i> (including Discussion Notes)</p>
45 min	<p><b>Lunch</b></p>	
45 min	<p><b>Kate's - Testimonial</b></p> <p>View <i>Kate's</i> Testimonial</p> <p>As a whole group discuss the following questions:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Kate wanted to support her partner, what were some of the practical and emotional consequences for her?</li><li><input type="checkbox"/> In what ways could her needs have been addressed?</li><li><input type="checkbox"/> If Kate was your client, what issues do you think she might need support with?</li></ul>	<p>Testimonial: <i>Kate</i></p>





TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
30 min	<p><b>Testimonial – Jacob</b></p> <p>View <i>Jacob's</i> Testimonial</p> <p>As a whole group discuss the following questions:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> What is your overall response to Jacob's story?</li><li><input type="checkbox"/> What were the effects of Jacob's father's violence? How do you see Jacob's relationship with other members of his family?</li><li><input type="checkbox"/> What strengths do you see in Jacob?</li><li><input type="checkbox"/> In what ways might Jacob's childhood experiences impact on him as an adult?</li><li><input type="checkbox"/> Were there any small details or body language that you noticed?</li></ul>	Testimonial: <i>Jacob</i>
15 min	<b>Break</b>	
60 min	<p><b><i>Dimensions and Dynamics of Family Violence - Quiz</i></b></p> <p>This exercise draws together knowledge covered during the whole day and within the pre-reading. The facilitator can use it to summarise key messages and make necessary clarifications.</p> <ul style="list-style-type: none"><li><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.</li><li><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)</li><li><input type="checkbox"/> Remind participants that the background to this quiz is in the pre-reading sent to them.</li></ul>	<p>Exercise: A copy of the <i>Dynamics of Family Violence Quiz</i> <b>without answers</b>, for each participant.</p> <p>Exercise: A copy of the <i>Dynamics of Family Violence Quiz</i> <b>with answers</b></p> <p>Sweets or Promotional materials such as pens, key rings etc as prizes (optional).</p>
15 min	<p><b>Closing Round</b></p> <p>Invite participants to report to the whole group in a 'round', something from the day that they will share with others.</p>	



**Day Two**

TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
30 min	<p><b>Welcome and review</b></p> <p>Ask participants to each name something they learnt or a question that has arisen for them from yesterday.</p> <p>Use this round to re-iterate the important key messages from the day and respond to any clarifications.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Present the Family Court <i>FV Strategy</i> definition of Family Violence</li><li><input type="checkbox"/> Show the opinion piece by <i>Sam Page</i></li></ul> <p>Together these consolidate some key messages relating to all work with family violence but in particular within the Family Law System.</p> <p>Establish the following as baseline knowledge for psychologists:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Family violence is common and will be present in many psychologists' work settings</li><li><input type="checkbox"/> Point out that the Family Court definition recognises forms of violence that are non-contact violence.</li><li><input type="checkbox"/> Remind them of the <i>Duluth Wheel</i> and that it is common for many forms of violence to operate at the same time</li><li><input type="checkbox"/> Family violence issues intersect with mental health issues; substance use; parenting problems; relationship problems; separation and divorce; and child protection</li><li><input type="checkbox"/> The 'best interests of the children' is a priority within the Family Law Act</li><li><input type="checkbox"/> Safety is an underpinning principle – including emotional and psychological safety.</li></ul>	<p>PowerPoint: <i>Definitions of Family Violence</i> (specifically the definition of family violence from The Australian Family Court's <i>Family Violence Strategy 2004-2005</i>)</p> <p>Opinion Piece: <i>Sam Page</i></p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
45 min	<p><b>Indicators of Family Violence – Assessing Risk</b></p> <p>This activity is designed to support participants to look for the combination of factors that present risk and enables the facilitator to point out the use of power and coercive control.</p> <p>Conduct the <i>Risk Assessment</i> Exercise following the detailed facilitator notes.</p>	<p>Exercise: <i>Risk Assessment</i></p> <p>Sets of <i>Risk Factor Cards</i> for each small group (from the <i>Risk Assessment</i> Exercise)</p> <p><i>Risk Assessment Scales Handout</i> for each participant (from the <i>Risk Assessment</i> Exercise)</p>
45 min	<p><b>Scenario - Gary and Bronwyn's Story</b></p> <p><b>Facilitator's note:</b> It is important to note that people who have experienced Family Violence and whose safety may be at risk are not required to attend Family Dispute Resolution. Legal advice should be encouraged so that people can understand the options available to them. It is possible to apply under section 60i(9) of the Family Law Act for an exception so that participation in Family Dispute Resolution is not required where there has been Family Violence or there is a risk of violence. The other option is to attend an intake and assessment interview at a Family Relationship Centre or other Family Dispute Resolution provider to examine whether or not Family Dispute Resolution is appropriate.</p> <p>Explain to the group that they are about to view a story in which they must assume they have a professional role as a clinical psychologist.</p> <p>Ask participants to consider each character separately, taking notes on their presenting behaviours and issues.</p> <p>View <i>Gary and Bronwyn's Story</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> In small groups, ask participants to discuss each of the 4 characters in turn. Write down:<ul style="list-style-type: none"><li>■ Their issues and needs</li><li>■ How they attempt to have their needs met</li><li>■ What safety concerns you have for them and why</li><li>■ What method of intervention would you advise for this character?</li><li>■ What referral options would you use?</li></ul></li><li><input type="checkbox"/> Share reflections with the whole group</li></ul>	<p>Scenario: <i>Gary and Bronwyn's Story</i></p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p><b>Emphasise:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Initial, 'inaugurating' physical violence at the beginning of the marriage that controlled Bronwyn for many years</li> <li><input type="checkbox"/> Signs of escalation</li> <li><input type="checkbox"/> The FDRP questions that elicit indicators of control from Gary</li> <li><input type="checkbox"/> The effects of long term violence on Bronwyn evident in her presentation.</li> <li><input type="checkbox"/> Ask the group to answer the following additional questions:               <ul style="list-style-type: none"> <li>■ What difference does it make to safety issues that Sally has Down Syndrome?</li> </ul> </li> </ul>	
15 min	<b>Break</b>	
30 min	<p><b>Gary and Bronwyn continued...</b></p> <p>Working in pairs, ask participants to draft a basic report outlining their assessment and therapeutic intervention plan, <b>in dot point form only.</b></p> <p>NOTE: the facilitator may insert an appropriate report format or guideline here such as a court report; a child protection report; a family therapy case report...or other format as relevant for this group.</p> <p>Work through the contents of such a report, with the group as a whole.</p>	
45 min	<p><b>Scenario - Jaber and Zahra's Story</b></p> <p>Family violence in the context of refugee trauma and acculturation.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Divide participants into four small groups, nominating a character from Jaber and Zahra's story to each one:               <ul style="list-style-type: none"> <li>■ Jaber</li> <li>■ Zahra</li> <li>■ Leila (daughter)</li> <li>■ Jamal (son)</li> </ul> </li> </ul>	<p>Scenario <i>Jaber and Zahra's Story</i></p> <p>AVERT Discussion Paper: <i>Responding to Diversity</i> for each participant</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<ul style="list-style-type: none"><li><input type="checkbox"/> Explain the history of this family in coming to Australia and establishing themselves here.</li><li><input type="checkbox"/> Ask participants, whilst watching the story, to consider their character and identify the following four elements:<ol style="list-style-type: none"><li>1. Psychological issues – what are the main challenges being faced by this family member?</li><li>2. Individual needs – what does your character specifically need in order to overcome the challenges?</li><li>3. Possible methodologies and referral options to meet the needs – what can you do as a social worker to help recovery?</li><li>4. Possible ethical dilemmas – in responding to the needs of the individual, what ethical questions arise for you?</li></ol></li><li><input type="checkbox"/> Ask each small group to discuss what they have seen and develop a list of issues; needs; responses and dilemmas on a sheet of butcher's paper.</li><li><input type="checkbox"/> Allow 30 minutes for the groups to discuss the details of the case and record their responses. Circulate amongst the groups to assist in their deliberations.</li></ul>	
45 min	<p><b>Scenario - Jaber and Zahra's Story continued</b></p> <p>Ask the small groups to feedback their response to the above exercise to the wider group and allow discussion to occur.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Show <i>Judy Saba's</i> professional Commentary on this story</li><li><input type="checkbox"/> Discuss the groups understanding of acculturation.</li><li><input type="checkbox"/> Draw out the details of the acculturation model as discussed by Judy and the intercultural adaptation information outlined in the <i>Migration and Settlement</i> Fact Sheet.</li></ul>	<p>Fact Sheet: <i>Migration and Settlement</i></p> <p>Professional Commentary: <i>Judy Saba</i></p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p><b>Emphasise:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Family violence is not excused or mitigated through experiences of racism or trauma</li> <li><input type="checkbox"/> Addressing migration and settlement issues can contribute to recovery from trauma and reduction in risk of family violence</li> <li><input type="checkbox"/> Acculturation occurs at different rates and in different ways for each member of the family and this adds additional pressures</li> <li><input type="checkbox"/> Courts and child protection services will be concerned with the best interests of the children as a priority</li> <li><input type="checkbox"/> Collaborative practice between all agencies involved is extremely important for an effective response</li> </ul>	
45 min	Lunch	
45 min	<p><b>Impact of Family Violence on Children</b></p> <p>Present the PowerPoint: <i>Impact of Family Violence on Children</i>. (40 min)</p> <p>In order to be familiar with the above issues it is important for the facilitator to have read both the AVERT Paper <i>Dimensions, Dynamics and Impact of Family Violence</i> and McIntosh et al report (see resources column here).</p> <p><b>Emphasise:</b></p> <ul style="list-style-type: none"> <li><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”</li> <li><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</li> <li><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)</li> </ul>	<p>PowerPoint: <i>Impact of Family Violence on Children</i></p> <p>Facilitator to read the <i>Dimensions, Dynamics and Impact of Family Violence</i> Paper and the ‘Integrated Findings’ section on pages 8-9 of McIntosh et al (2010). <i>Post Separation parenting arrangements</i> (See references at end of this program)</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<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.	
30 min	<p><b>Circle of Safety Exercise</b></p> <p>The purpose of this exercise is to identify what facilitates and interrupts a child’s attachment and positive development.</p> <input type="checkbox"/> Refer to the detailed facilitator notes provided. Complete the exercise drawing from participants’ own understandings and experience of working with families, ensuring the key points are elicited. <input type="checkbox"/> Conclude this section by watching Dr Jennifer McIntosh discuss the importance of <i>Screening, Risk Assessment and Safety Planning</i> and the need to clarify parental capacity. <input type="checkbox"/> Invite participant questions and answers throughout this section.	<p>Exercise: <i>Circle of Safety</i></p> <p>Set of <i>Circle of Safety Cards</i> for each small group (from Exercise sheet)</p> <p>Opinion Piece: Dr Jennifer McIntosh, <i>Screening, Risk Assessment and Safety Planning</i></p>
15 min	<b>Break</b>	
45 min	<p><b>Engaging Men who Use Violence</b></p> <p>Watch Opinion Piece ‘<i>Working with men who use violence</i>’ by Danny Blay and ask the small groups to discuss the implications of Danny Blay’s comments on their own engagement with men who use violence.</p> <p>Ask the participants to share their comments with the large group.</p> <p><b>Emphasise:</b></p> <input type="checkbox"/> Accountability practices prioritise the safety of the victim and children and invite the perpetrator to notice and take responsibility for promoting safety <input type="checkbox"/> Accountability is not the same as exclusion or rejection of perpetrators <input type="checkbox"/> Accountability practices actively seek to avoid colluding with the violence while still engaging	<p>Opinion Piece: Danny Blay, Refer to AVERT Paper: <i>Prevention Strategies</i></p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p>supportively with the individual concerned</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accountability practices also aim to help people who have used violence to change their behaviours through greater appreciation of the impact of their actions</li> <li><input type="checkbox"/> Engaging with people who use violence is an important prevention strategy that is active in sharing the responsibility for social change, rather than simply blaming individuals. At the same time, practitioners must ensure that support and engagement are not confused with excusing perpetrators or holding victims responsible for the violent behaviour. This requires clarity from the practitioner.</li> </ul>	
<p><b>20 min</b></p>	<p><b>Closing round and evaluation</b></p> <p>Invite participants to report to the whole group in a 'round', something from the program that they will share with others.</p> <p>Handout final evaluation forms for completion and collect these before participants depart.</p> <p>Handout further reading list as created by facilitator from AVERT program references.</p>	<p>Handout - Selected references from AVERT program</p> <p><i>Post-Course Evaluation forms.</i></p>

**References:**

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](http://www.familytransitions.com.au/Family_Transitions/Family_Transitions.html)





## Training Session Resources

*Pre and Post Course Evaluation Forms*

### Training Exercises

*Defining Violence*

*Personal Profile*

*Dynamics of Family Violence Quiz **without answers***

*Dynamics of Family Violence Quiz **with answers***

*Risk Assessment*

*Circle of Safety*

### PowerPoint

*Psychology Program Learning Outcomes*

*Definitions of Family Violence*

*Impact of Family Violence on Adult Victims*

*Impact of Family Violence on Children*

### Discussion Papers

*Responding to Diversity*

*Prevention Strategies*

### Fact Sheets

*Myths and Facts*

*Duluth Wheel of Violence*

*Migration and Settlement*

### Video

Testimonial: *Lucy*

Scenario: *Tony and Jessica's Story*

Testimonial: *Kate*

Testimonial: *Jacob*

Opinion Piece: *Sam Page*

Scenario: *Gary and Bronwyn's Story*

Scenario: *Jaber and Zahra's Story*

Professional Commentary: *Judy Saba*

Opinion Piece: *Dr Jennifer McIntosh, Screening, Risk Assessment and Safety Planning*

Opinion Piece: *Danny Blay, 'Working with men who use violence'*