

Training Session Plan

Responding to Cultural
Diversity
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 - Responding to Cultural Diversity

Program Length: One day

Intended Participants: Professionals working within the Family Court System, or with related roles

NOTE: This program assumes participants have an understanding of family violence prior to attending the day. Those who do not may wish to attend the Dimensions, Dynamics and Impacts workshop in preparation. All participants should be encouraged to read the AVERT Paper: *Dimensions, Dynamics and Impact of Family Violence* as prior reading.

Program Learning Outcomes:

In the context of family violence:

- Increase understanding of the meaning of cultural diversity
- Shared knowledge of practices of cultural respect
- Explore the concept and impact of intersectionality
- Introduce a human rights perspective

Pre-Course Activities:

Ensure participants receive:

- Pre-course evaluation*
- Pre-reading: AVERT Paper: *Dimensions, Dynamics and Impact of Family Violence*
- Pre-reading: AVERT Paper: *Responding to Diversity*

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*
- Screening, Risk Assessment and Safety Planning for Family Violence*
- Prevention Strategies*
- 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
15 min	<p>Welcome</p> <p>Acknowledgement of Indigenous custodians of the local area.</p> <p>Introduction of facilitator and outline of purpose of the training, using the learning outcomes PowerPoint.</p> <p>‘Housekeeping’ and timeframe details.</p>	<p>PowerPoint: <i>Responding to Cultural Diversity, Learning Outcomes</i></p>
30 min	<p>Introductory Exercise – Culture and Respect</p> <p>Refer to the detailed facilitator notes provided for the <i>Culture and Respect</i> Exercise</p> <p>Purpose:</p> <ul style="list-style-type: none"><input type="checkbox"/> To promote discussion about respect, and how culture and context impact on how respect is understood and applied<input type="checkbox"/> To link ideas of respect, culture and accountability for acts of violence at the individual, community and societal levels<input type="checkbox"/> To support a human rights perspective when understanding and responding to family violence.	<p>Whiteboard and pens</p> <p>Exercise: <i>Culture and Respect</i></p> <p>Optional - Factsheet: <i>Culture and Respect in Indigenous Communities</i></p> <p>Refer to AVERT Paper: <i>Responding to Diversity</i></p>
30 min	<p>What is culture?</p> <p>The purpose of this exercise is to:</p> <ul style="list-style-type: none"><input type="checkbox"/> explore culture as something we all have, that influences our beliefs and practices and<input type="checkbox"/> position family violence within a human rights perspective <p>Initially in pairs, ask participants to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Discuss what they know of their ethnic background – what is their heritage?<input type="checkbox"/> Discuss the religious, food and family arrangements they grew up with.	<p>Factsheet: <i>Cultural Diversity Terminology</i></p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p>Then in small groups:</p> <ul style="list-style-type: none"><input type="checkbox"/> Define: what is ethnicity?<input type="checkbox"/> Define: what is culture?<input type="checkbox"/> Define: what is a human rights perspective? <p>Facilitate a whole group discussion.</p> <p>Emphasise:</p> <ul style="list-style-type: none"><input type="checkbox"/> We all have culture <i>and</i> ethnicity – the two terms are highly debated and contested however, the following are useful working definitions:<ul style="list-style-type: none">■ Ethnicity is the specific historical background of different groups of people (for example currently, the majority of Australians are ethnically Anglo-Saxon)■ Culture is about the way we live – the socially constructed attitudes and behaviours that are passed on through specific teaching and rituals but also through immersion within particular social relations<input type="checkbox"/> Cultural diversity relates to the different traditions present within the broad Australian community<input type="checkbox"/> Human Rights are about creating and maintaining an environment of mutual respect and understanding.<input type="checkbox"/> Human Rights encompasses: universal freedoms; inherent dignity of human beings; mutual respect; equity; focusing on Rights as inalienable, not on changing needs or preferences<input type="checkbox"/> Therefore a Human Rights approach within a community of culturally and ethnically diverse peoples is an important starting point for responding to family violence. <p>Summarise:</p> <ul style="list-style-type: none"><input type="checkbox"/> Responding effectively to cultural diversity requires:<ul style="list-style-type: none">■ anti-racist, non-stereotyping of ethnic groups■ respect for people’s cultural choices and beliefs■ upholding universal Human Rights.	



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
30 min	<p>Intersectionality and Family Violence. What is Intersectionality?</p> <p>Using the <i>Intersectionality</i> PowerPoint and Fact Sheet briefly define intersectionality and its relevance to working with victims of family violence.</p> <p>Draw out the notion that single solutions or responses to family violence do not respond effectively to multiple and intersectional issues.</p> <p>Intersectionality Exercise Refer to the detailed facilitator notes for the intersectionality exercise.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> There is a multitude of ways in which we are all alike and unlike. <input type="checkbox"/> All differences are not equally significant. Some have more profound effects on our opportunities and some are less significant. <input type="checkbox"/> Powerful assumptions can be held about some aspects of diversity and we need to be cautious about applying these to individuals and families <input type="checkbox"/> There is no benefit in applying a hierarchy of oppression and discrimination, rather all oppressions are interconnected. <input type="checkbox"/> Human Rights focus on creating and maintaining an environment of mutual respect and understanding, and therefore a Human Rights approach within a community of culturally diverse peoples is an important starting point for responding to family violence. 	<p>Fact Sheet: <i>Intersectionality</i></p> <p>PowerPoint: <i>Intersectionality</i></p> <p>Exercise: <i>Intersectionality</i></p> <p>Identity cards for each participant from the <i>Intersectionality</i> Exercise</p>
15min	Break	
60 min	<p>Working with Diversity Scenario - Jaber and Zahra's Story</p> <p>The previous exercises have established a framework for reflecting on the following story of Jaber and Zahra. Participants should be invited to consider the interactions of ethnicity, culture, gender and social status in this story.</p>	<p>Scenario: <i>Jaber and Zahra's Story</i> on DVD 2</p> <p>AVERT Paper:</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p>Divide participants into four small groups, nominating a character to each one:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Jaber <input type="checkbox"/> Zahra <input type="checkbox"/> Leila (daughter) <input type="checkbox"/> Jamal (son) <p>Ask each group to identify the specific needs of this character and especially the cultural, migration and settlement issues that they are likely to be dealing with.</p> <p>How do they think the family violence impacts and combines with these considerations?</p> <p>How would they describe the approach of Jaber's lawyer? What are his key messages?</p> <p>Ask each small group to feedback their response to the whole group and allow discussion to occur.</p> <p>Additional considerations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How would you, in your professional role and in your service overall, respond to the person you were allocated to discuss? <input type="checkbox"/> What local specialised support or advice would they draw on to understand and assess this situation? <input type="checkbox"/> How would you conduct your service differently if an interpreter was needed? <input type="checkbox"/> What sort of referrals would you make and for what purpose? <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family violence is not excused or mitigated through experiences of racism or trauma <input type="checkbox"/> Addressing migration and settlement issues can contribute to recovery from trauma and reduction in the risk of family violence <input type="checkbox"/> Acculturation occurs at different rates and in different ways for each member of the family which adds additional pressures 	<p><i>Responding to Diversity</i> for each participant</p> <p>Fact Sheet: <i>Migration and Settlement</i></p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<input type="checkbox"/> A culturally effective response must take account of cultural norms and beliefs and cannot be a rigid 'one size fits all'.	
30 min	<p>Scenario - Jaber and Zahra's Story continued</p> <p>Show the Professional Commentary from <i>Mark Murdoch, Judy Saba and Dina Lioumis</i> following this story.</p> <p>Ask participants to discuss in their small groups:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What stands out for you from these commentaries? <input type="checkbox"/> Judy Saba's professional commentary specifically distinguishes between the family's cultural background and the "culture of family violence". What is the significance of this distinction? <p>Share the discussions with the wider group and link back to key messages from the previous section.</p>	<p>Professional Commentary: <i>Mark Murdoch, Judy Saba and Dina Lioumis</i> on DVD 2</p>
45 min	Lunch	
30 min	<p>Power Relations Exercise</p> <p>Refer to the detailed facilitator notes for the <i>Power Relations</i> Exercise.</p> <p>This exercise highlights the way power relations are communicated through our manner of interaction. It invites consciousness of how we each individually use power or carry social and institutional power into our interactions.</p>	<p>Exercise: <i>Power Relations</i></p> <p>Enough numbered pieces of paper for the whole group</p>
60 min	<p>Indigenous Considerations</p> <p>The purpose of this section is to generate consideration of the need for culturally effective responses to Indigenous families who experience family violence.</p> <p>Facilitator note: It is essential to read the 'Indigenous Issues' of the <i>Responding to Diversity</i> Paper, before leading this segment and be well informed of the relevant research. Additional information is also available in each of the papers that accompany this package. Care should be taken to make clear that family violence is part of <i>all</i> cultures and not to generate a stereotypical view of</p>	<p>Refer to AVERT Paper: <i>Responding to Diversity</i></p> <p>Expert Discussion Panel: <i>Responding to Indigenous Community Needs</i> on DVD 4</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p>Indigenous communities.</p> <p>Indigenous voices are integral to this part of the program through the use of the Indigenous Expert Discussion and/or Indigenous Opinion Pieces. The facilitator may wish to replace or supplement this with an Indigenous guest speaker.</p> <p>Introduce this section by drawing attention to the high risk of family violence and compounded disadvantage faced by Aboriginal families in accessing the Family Law System. (Morgan & Chadwick 2009, Bartels 2010, Jennings & Cunningham 2006). You may wish to present a short summary of key issues.</p> <p>Show one or more of the Expert Discussion: <i>Responding to Indigenous Community Needs</i> and Opinion Pieces by <i>Antoinette Braybrook</i> and <i>Stephen Ralph</i>.</p> <p>In small groups discuss:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What issues stand out for you in these presentations? <input type="checkbox"/> What considerations would practitioners need to take into account to respond effectively to Indigenous cultural issues? <input type="checkbox"/> What might be some hazards or dilemmas in responding to Indigenous families? <p>Ask groups to share their thoughts with the whole group. The facilitator can record points on the whiteboard and engage in clarification and exploration of the issues.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The complexity of interconnecting issues such as poverty; poor health; substance use etc... <input type="checkbox"/> The need for an holistic response that addresses these multiple factors, including whole of family issues <input type="checkbox"/> Subsequent to the complexity and co-occurrence of issues, the need for a high priority on collaboration and networked responses <input type="checkbox"/> Consideration of community and broader family engagement in creating responses tailored to individual's needs 	<p>Opinion Pieces: <i>Antoinette Braybrook</i> and <i>Stephen Ralph</i> on DVD 3</p> <p>Factsheet: <i>Culture and Respect in Indigenous Communities</i></p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<ul style="list-style-type: none"> <input type="checkbox"/> Stolen generations as a significant issue in creating fear and lack of trust in legal systems <input type="checkbox"/> The special needs of the Indigenous workers in the field who are themselves close to the issues. It is particularly important to listen to these workers' recommendations for culturally appropriate ways of responding to family violence in their own communities. 	
<p>30 min</p>	<p><i>Language and Meaning Exercise</i></p> <p>Building upon the ideas and information explored throughout the day, the purpose of this exercise is to consider the importance of language in creating shared understandings and thereby effective responses to family violence with culturally diverse groups.</p> <p>Follow the detailed facilitator notes to conduct the <i>Language and Meaning Exercise</i> with the following adaptations:</p> <p>After each group of four people has decided upon four words and BEFORE debriefing these with the wider group, invite them to consider the effects of cultural meanings upon their choice of words.</p> <p>You may ask:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have you incorporated different cultural understandings into your selection of words and if so, in what ways? <input type="checkbox"/> How might the four words you have chosen be understood by different cultural groups? <input type="checkbox"/> How do you, or can you, find out what words are culturally appropriate to use? <input type="checkbox"/> What difference does it make to use words that are culturally relevant? <p>Then debrief the exercise in the whole group.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choice of language can significantly affect a community's recognition of family violence and engagement with service responses 	<p>Exercise: <i>Language and Meaning</i></p> <p>Pencils, paper.</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<ul style="list-style-type: none"><input type="checkbox"/> Understanding the meaning of behaviours and effects upon safety is something that is best worked out in collaboration with communities, rather than imposed<input type="checkbox"/> Interpreting western concepts directly into various languages is problematic. Cultural interpretation is required.	
15 min	Break	
30 min	<p>Cultural Competence Self Assessment</p> <p>In small groups review the <i>Cultural Competence Checklist</i> Fact Sheet.</p> <p>Specifically discuss:</p> <ul style="list-style-type: none"><input type="checkbox"/> How your service delivery would be improved or changed through developing greater cultural competence?<input type="checkbox"/> What challenges the approaches required would pose for your current service?	<p>Fact Sheet: <i>Cultural Competence Checklist</i> for each participant</p>
30 min	<p>Closing round and evaluation</p> <p>Invite participants to report to the whole group in a 'round', something they will do differently as a result of today's discussions.</p> <p>Handout final evaluation forms for completion and collect these before participants depart.</p>	<p><i>Post-Course Evaluation</i> forms</p>