

Training Session Plan

Social Work Students
Two-Day Program or
Selected 2-Hour Tutorials

AVERT
FAMILY VIOLENCE



**Collaborative Responses in
the Family Law System**



An Australian Government Initiative

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Training Session Plan - Social Work Students

Program Title: Family Violence Skills Training Program

Program Length: Two days whole, or separate 2-hour tutorials.

NOTE: This program has been specifically designed to allow facilitators to 'lift out' individual 2-hour tutorials on key topics. These can be inserted into a range of higher education programs to match coursework requirements in areas such as social policy, methodology, ethics or clinical practice. It is intended that course coordinators adapt and apply the contents and materials to their specific needs. The program activities are directed towards undergraduate or beginning social workers but can be adapted to more experienced audiences if required.

Intended Participants: Undergraduate social work students and beginning social workers

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 social workers 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* form
- Pre-reading for day one: AVERT Discussion 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*

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> <ul style="list-style-type: none"> <input type="checkbox"/> Acknowledgement of Indigenous custodians of the local area <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 from and something they already know about family violence <input type="checkbox"/> Invite any initial comments about Family Violence and what participants know/do not know <input type="checkbox"/> Briefly outline aims of the program <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 <input type="checkbox"/> ‘Housekeeping’ and timeframe details. 	<p>Name stickers and pens</p> <p>PowerPoint: <i>Social Work Learning Outcomes</i></p>
105 min	<p>What is Family Violence?</p> <p>Ask participants to brainstorm their ideas about family violence. Briefly draw out themes and highlight myths and facts using <i>Myths and Facts</i> Fact Sheet.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family violence is also sometimes called domestic violence, spouse abuse, or intimate partner violence. <input type="checkbox"/> Family violence is fundamentally about the use of power and control <input type="checkbox"/> It is not only physical abuse <input type="checkbox"/> It is a pattern of behaviour over time <input type="checkbox"/> It occurs in all populations and age groups <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.) <p>Present the PowerPoint: <i>Definitions of Family Violence</i> as further explanation of the previous points.</p> <p>Handout a copy of the <i>Duluth Wheel of Violence</i> Fact Sheet and talk through the components of the wheel.</p> <p>Now show <i>Lucy’s Testimonial</i>.</p>	<p>Fact Sheet: <i>Myths and Facts</i></p> <p>Fact Sheet: <i>Duluth Wheel of Violence</i></p> <p>PowerPoint: <i>Definitions of Family Violence</i></p> <p>Testimonial: <i>Lucy</i> on DVD 5</p> <p>PowerPoint: <i>Impact of Family Violence on Adult Victims</i></p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<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>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 <input type="checkbox"/> The multiple impacts of family violence on adult victims. (Utilise the <i>Impacts on Adult Victims</i> PowerPoint if required) 	
15 minutes	Break	
60 minutes	<p>Indicators of Family Violence – Power and Control</p> <p>What do we mean when we say family violence is about power?</p> <p>Invite comments and questions from the group.</p> <p>Follow the detailed facilitator notes to conduct the <i>Defining Violence</i> Exercise.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family violence is not relationship conflict <input type="checkbox"/> By far the overwhelming majority of victims of family violence 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 <input type="checkbox"/> In order to notice and screen for family violence we must be aware of controlling behaviour and its effects 	<p>Exercise: <i>Defining Violence</i></p> <p><i>Defining Violence</i> Cards. (From <i>Defining Violence</i> Exercise sheet) One set for each group.</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
60 min	<p>Gary and Bronwyn's Story (Power and Control Continued)</p> <p>Facilitator's note: 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 that participants are going to view a scenario and they are to assume that it is a case in which they will be involved so they will need to watch and take notes carefully.</p> <p>Show <i>Gary and Bronwyn's Story</i> and conduct the <i>Personal Profile</i> Exercise. Follow the detailed facilitator notes.</p> <p>Ask the small groups to consider what questions enabled the family dispute resolution practitioner to investigate Gary's strategies of power and control.</p> <p>Emphasise:</p> <ul style="list-style-type: none"><input type="checkbox"/> Initial, 'inaugurating' physical violence at the beginning of the marriage that controlled Bronwyn for many years<input type="checkbox"/> Signs of escalation<input type="checkbox"/> The effects of long term violence on Bronwyn evident in her presentation.	<p>Scenario: <i>Gary and Bronwyn's Story</i> on DVD 2</p> <p>Exercise: <i>Personal Profile</i></p>
45 min	Lunch	
60 min	<p>Indicators of Family Violence – Assessing Risk</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>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
15 min	Break	
60 min	<p><i>Dimensions and Dynamics of Family Violence - Quiz</i></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"><input type="checkbox"/> Distribute a copy of the <i>Dynamics of Family Violence 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)<input type="checkbox"/> Remind participants that the background to this quiz is in the pre-reading sent to them.	<p>Exercise: <i>Dynamics of FV Quiz</i> without answers for each participant.</p> <p>Exercise: <i>Dynamics of FV Quiz</i> with answers for each participant.</p> <p>Sweets or Promotional materials such as pens, key rings etc as prizes (optional).</p>
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>	



Day Two

TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
30 min	<p>Welcome and review</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> <p>Establish the following as a baseline for social work knowledge:</p> <ul style="list-style-type: none"><input type="checkbox"/> Family violence is common and will be present in all social work settings<input type="checkbox"/> Social workers need to be able to identify and respond to family violence issues<input type="checkbox"/> Family violence is a child protection issue<input type="checkbox"/> Family violence issues intersect with: mental health issues; substance use; parenting problems; relationship problems; separation and divorce; and child protection.	
90 min	<p>Case Study – Tony and Jessica</p> <p>Explain that participants are going to view a story about a couple who have separated some years ago and have court orders in place regarding parenting arrangements.</p> <p>NOTE: The facilitator may need to briefly explain the role of the family dispute resolution practitioner to the group.</p> <p>Ask participants to watch the story and take notes carefully, to record their observations of the following:</p> <ul style="list-style-type: none"><input type="checkbox"/> What were the indicators that alerted the dispute resolution practitioner to the presence of family violence?<input type="checkbox"/> What were the effects on Jessica of Tony's behaviour?<input type="checkbox"/> What measures did the practitioner consider putting in place to create more safety for Jessica? <p>In pairs, discuss your observations and create a list of responses to each of the above questions.</p> <p>Ask each pair in turn to report back their answers (adding only new things as the reporting progresses). Generate a summary list of answers to each question on the white board.</p> <p>Ask the group - What ethical dilemmas or concerns stood out for you in this story?</p>	Scenario: <i>Tony and Jessica's Story</i> on DVD 2



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
15 min	Break	
60 min	<p>Scenario - <i>Jaber and Zahra's Story</i></p> <p>Family violence in the context of refugee trauma and acculturation.</p> <p>Divide participants into four small groups, nominating a character from Jaber and Zahra's story 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>Explain the history of this family in coming to Australia and establishing themselves here.</p> <p>Ask participants, whilst watching the story, to consider their character and identify the following four elements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social work issues – what are the main challenges being faced by this family member? <input type="checkbox"/> Individual needs – what does your character specifically need in order to overcome the challenges? <input type="checkbox"/> Possible methodologies and referral options to meet the needs – what can you do as a social worker to help recovery? <input type="checkbox"/> Possible ethical dilemmas – in responding to the needs of the individual, what ethical questions arise for you? <p>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.</p> <p>Allow 45 minutes for the groups to discuss the details of the case and record their responses.</p> <p>Circulate amongst the groups to assist in their deliberations.</p>	<p>Scenario: <i>Jaber and Zahra's Story</i> on DVD 2</p> <p>AVERT Paper: <i>Responding to Diversity</i></p> <p>Fact Sheet: <i>Migration and Settlement</i></p> <p>Butcher's paper</p> <p>Professional Commentary: <i>Mark Murdoch, Judy Saba and Dina Lioumis</i> on DVD 2</p>
60 minutes	<p><i>Jaber and Zahra's Story</i> continued</p> <p>Ask the small groups to feedback their response to the above exercise to the wider group and allow discussion to occur.</p> <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 	



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<ul style="list-style-type: none"> <input type="checkbox"/> Addressing migration and settlement issues can contribute to recovery from trauma and reduction in risk of family violence <input type="checkbox"/> Acculturation occurs at different rates and in different ways for each member of the family and this adds additional pressures <input type="checkbox"/> Courts and child protection services will be concerned with the best interests of the children as a priority <input type="checkbox"/> Collaborative practice between all agencies involved is extremely important for an effective response <p>Show the Professional Commentary from <i>Mark Murdoch, Judy Saba and Dina Lioumis</i> following this story.</p> <p>Ask participants to comment on any additional issues that are brought to their notice.</p>	
45 min	Lunch	
60 min	<p>Impact of Family Violence on Children</p> <p>Present the PowerPoint: <i>Impact of Family Violence on Children</i>.</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>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>Now return to the story of <i>Bronwyn and Gary</i>.</p>	<p>PowerPoint: <i>Impact of Family Violence on Children</i></p> <p>Facilitator to read AVERT Paper: <i>Dimensions, Dynamics and Impact of Family Violence</i></p> <p>Facilitator to read ‘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> <p><i>Gary and Bronwyn’s Story</i> - written summary points from previous day.</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p>Refresh participant’s memories on the key elements of the story (Hand out a summary sheet if required).</p> <p>Ask participants to discuss in small groups:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sally’s response and needs <input type="checkbox"/> Luke’s response and needs <input type="checkbox"/> What difference does it make to safety issues that Sally has Down Syndrome? <input type="checkbox"/> How would you take account of the children’s needs within the following social work contexts: <ul style="list-style-type: none"> ■ Child protection ■ Family Court ■ Counselling ■ Mental Health ■ Family Work/Therapy ■ What referral options would you use? 	
15 min	Break	
60 min	<p>Watch the Opinion Piece by <i>Alice Bailey</i></p> <p>Discuss key points emerging from this and relate to the overall messages in the training program.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family Violence is more than physical <input type="checkbox"/> The victim is never to blame for the violence even if they do not take the actions you believe they should <input type="checkbox"/> Need to be able to listen to the <i>feelings</i> of the victim – believed and validated <input type="checkbox"/> Need to respond through creating a safety plan 	Opinion Piece: <i>Alice Bailey</i> on DVD 3
15 minutes	<p>Closing Round</p> <p>Invite participants to report to the whole group in a ‘round’, some learning they will take from the training.</p> <p>Handout final evaluation forms for completion and collect these before participants depart.</p>	<i>Post-Course Evaluation Forms</i>

Reference:

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