**Volunteer Training Curriculum**

**For**

**Virginia's Sexual and Domestic Violence Agencies**

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**This Volunteer Training curriculum was developed for sexual and domestic violence agencies and addresses the Virginia Sexual and Domestic Violence Action Alliance accreditation criteria for volunteer training.**

**The curriculum was adapted from a curriculum developed by Safe Harbor and the Virginia Sexual and Domestic Violence Action Alliance in 2012 for use in their joint volunteer trainings. All of these activities have been conducted many times with great success. Some of these activities were developed specifically for this curriculum, but most were adapted from many sources. The acknowledgements section at the end of this curriculum makes an attempt to credit those sources.**

**The curriculum is divided into 8 sessions, six 3-hour sessions and two 7-hour sessions. Safe Harbor and the Action Alliance conducted the 3-hour sessions once weekly after standard working hours, and the 7-hour sessions were conducted on Saturdays. Agencies using this curriculum may have a different training schedule and will find that activities are adaptable to any type of schedule.**

**Volunteer Training**

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**SESSION ONE – 3 hours**

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| **Pre-Training** | Provide a notebook for each participant. All handouts and resources will be 3-hole punched for the notebook. An agenda will be provided for participants at the beginning of each training session.  These training sessions are designed to include 2 trainers but generally could be conducted with a single trainer. |
| **(30 min.)**  **Learning Objective:**   * Create an environment that is non-judgmental welcoming and feels safe to begin discussions of sexual and domestic violence   **Materials Needed:**   * none   **Handouts:**   * Notebooks * *Agenda* | **WELCOME & OPENING**  **Introductions:**  Trainers will introduce themselves and make housekeeping announcements.  **Ice breaker & Participant Introduction**  Ask participants to introduce themselves by stating their names, their favorite dessert, and one expectation for the volunteer training. You can substitute just about anything for the “favorite dessert;” its intention is to get people comfortable with talking in the group and to begin to get to know each other. |
| **(45 min.)**  **Learning Objective:**   * Learn about the agency with whom the participants will be volunteering   **Materials Needed:**   * None   **Handouts:**   * Model Confidentiality Policy | **Overview of Agency History, Philosophy, Programs, Confidentiality**  **Activity:**  Trainers will provide brief overviews of the programs and services provided by the agency.  Trainers will provide overview of volunteer opportunities within the agency.  Trainers will provide the agency's confidentiality and discuss what it means. *(Note: a model confidentiality policy is included with this curriculum. Trainers will want to substitute the agency's confidentiality policy)* |
| **(15 min.)** | **Break** |
| **(1 hour)**  **Learning Objective:**   * Expand understanding of intimate partner and sexual violence: how they affect people, why they occur, and how we can prevent them; explore the meanings of "healthy" relationships and sexuality   **Materials Needed:**   * White board or newsprint * Markers   **Handouts:**   * *Definitions to Consider* * *Culture Wheel* * *Equality Wheel* | **Intimate Partner and Sexual Violence 101**  **Activity: Definitions**  Trainer will ask participants to call out words that they associate with “Domestic Violence.” As participants call out, the other trainer will record on white board or newsprint. Remind participants that this is a “brain-storming” session – no judgment, no discussion.  As discussion wanes, ask what additional words might come up if the term is “Intimate Partner Violence.”  As discussion wanes, ask what additional words might come up if the term is “Dating Violence.”  Summary:   * Ask participants to take a look at all that they see, all of the different words and emotions conveyed. * Use their words to discern the Action Alliance definition (highlight the underlined ones below):   *Domestic Violence is a pattern of abusive behaviors used by one individual intended to exert power and control over another individual in the context of an intimate or family relationship.*  Trainer will ask participants to call out words that they associate with “Healthy Relationships.” As participants call out, the other trainer will record on white board or newsprint. Remind participants that this is a “brain-storming” session – no judgment, no discussion.  Summary:   * Ask participants to take a look at all that they see, all of the different words and emotions conveyed. * Use their words to discern the Action Alliance definition (highlight the underlined ones below):   *Healthy Relationship – a connection between people that increases well-being, is mutually enjoyable, and enhances or maintains each individual’s positive self-concept.*  Trainer will ask participants to call out words that they associate with “Sexual Violence.” As participants call out, the other trainer will record on white board or newsprint. Remind participants that this is a “brain-storm” session – no judgment, no discussion.  Summary:   * Ask participants to take a look at all that they see, all of the different words and emotions conveyed. * Use their words to discern the Action Alliance definition (highlight the underlined ones below):   *Sexual Violence is conduct of a sexual nature which is non-consensual, and is accomplished through threat, coercion, exploitation, deceit, force, physical or mental incapacitation, and/or power of authority.*  Trainer will ask participants to call out words that they associate with “Healthy Sexuality.” As participants call out, the other trainer will record on white board or newsprint. Remind participants that this is a “brain-storming” session – no judgment, no discussion.  Summary:   * Ask participants to take a look at all that they see, all of the different words and emotions conveyed. * Use their words to discern the Action Alliance definition (highlight the underlined ones below):   *Healthy sexuality is the capacity to understand, enjoy, and control one’s own sexual and reproductive behavior in a voluntary and responsible manner that enriches individuals and their lives.*  **Conclude all with a discussion of the importance of PREVENTION as a critical part of our work to end IPV/SV.**  **Activity: Power & Control Wheel**  Hand out the *Culture Wheel*.   * Tell participants a little bit about the history of the wheel: The Power and Control Wheel was developed by battered women in Duluth who had been abused by their male partners and were attending women's education groups sponsored by the women's shelter. * This P&C Wheel illustrates how institutions and cultures (community and society) perpetuate the use of violence as a means of power and control * This is one of the original Power and Control wheels; however, we often only see the simple, individual level wheel   Create 8 groups with the participants, give each an “institution” named on the wheel (there are more than 8, but some to consider are: social services, government, religion, media, police, courts, education, medicine). Ask each group to record their responses.  Have each group report out.  Hand out the *Equality Wheel*. |
| **(15 min.)**  **Learning Objective:**   * Understand the personal impact of learning about SV and IPV   **Materials Needed:**   * none   **Handouts:**   * none | **Self-Awareness/Self-Care**  Trainers will briefly inform the participants that these topics often bring up very person issues. Trainers will try very hard to be respectful of personal sharing but may also limit sharing in order to maintain the focus on training. Participants will be encouraged to consider training NOT a confidential environment and to limit their sharing accordingly. Participants will also be encouraged to meet with trainers before or after training (or at a scheduled time) to discuss personal issues. Finally, participants will be reminded that their participation in this training may change how they see themselves or the people close to them. They may even find people sharing their personal stories when they hear about the volunteer work the participants are doing. |
| **(15 min.)**  **Materials Needed:**   * none   **Handouts:**   * *Evaluation* | **Closing and Evaluations**  Trainers will ask participants to share one “take-away” from their first training.  Trainers will hand out Evaluation and ask participants to complete the first section.  *(Note: this evaluation is for the full 8-session training and is to be handed in completed at the conclusion of all sessions. Trainers may want to consider one evaluation for each session, given that some volunteers may not attend all sessions)* |

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**SESSION TWO – 3 hours**

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| **(15 min.)** | **Welcome**  Taking note that this is a 15-min. activity, trainers will ask participants to “share” something – some suggestions include: Who was one person with whom you discussed last week’s training? What was something you wanted to hear more about? What is one highlight, delight, or insight from last week’s training? |
| **(45 min.)**  **Learning Objectives:**   * Broaden advocate understanding of progress of the domestic and sexual violence movements   **Materials Needed:**   * Clothesline and pins * History of Movement Cards (with dates)   **Handouts:**   * *Agenda* * *History of the Domestic and Sexual Violence Movement* | **History of the Sexual and Domestic Violence Movements**  **Activity: Timeline**  *(Note: the timeline handout is highlighted with the events on the timeline. Not all events on the handout are on the timeline, and trainers may want to point out other events to participants. Trainers may want to inform participants that there will be a handout, so notes are not necessary. Trainers may want to update the timeline and cards with events in their own agency history as well as events that occur after the publication of this training.)*  Trainers will place the clothesline around perimeter of room to hold the Timeline. Trainers will put dates on the Timeline.  Give each participant one (or more, if a small group) card and ask them to place it at the appropriate spot on the Timeline *(note: trainers may want to discourage use of smart phones!)*  Once all of the cards have been posted on the Timeline trainers read through the correct placement of the cards—try to locate the cards as you go, although it is not necessary to move them.  Discussion:   * Evolution, if not REVOLUTION in the past 30 years. * Changes in laws often precede changes in beliefs. * How do you see the Culture Wheel impacted this Timeline?   Distribute handout of more detailed timeline. |
| **(15 min.)** | **Break** |
| **(45 min.)**  **Learning Objectives:**   * Demonstrate that abuse does not occur on a continuum that is consistent for everyone. A continuum exists for everyone but is also different for everyone.   **Materials Needed:**   * Continuum cards   **Handouts:**   * None | **Continuum of Abuse**  Trainers will give each participant a Continuum card on which is written an abusive act. Trainers will ask participants to arrange themselves in card order of “least abusive” to “most abusive.” Trainers will remain silent during the activity but observe the process among the participants.  When the participants seem to be settled in their spots, trainers will ask them to read their respective cards. At various points, trainers will ask if the group agrees with the placements and will permit some movement.  Summary:  In many cases, participants “get it” fairly quickly. The “it is that there are no right or wrong answers. What might seem more abusive to one person might not seem as abusive to another person. Often the “legal” continuum seems to have more weight, though many people find “legal” abuse more personally destructive. One interesting note – folks almost always choose sexist jokes as the least abusive – it is worthwhile to point out that this behavior sets the stage for all of the rest (remember the Culture Wheel . . .) |
| **(45 min.)**  **Learning Objectives:**  There are many beliefs about the root causes of sexual violence, and it is important to acknowledge that we do not all have the same beliefs.  **Materials Needed:**   * Newsprint * Markers   **Handouts:**   * *Theories – Root Causes of Sexual Violence* * *Sexual Violence Ecological Model* | **Sexual Violence: Root Causes**  Trainers will explain to participants that they will soon be put into small groups to discuss the root causes of sexual violence. Instructions will be give first:   * All participants will be given a list of Theories about the possible root causes of sexual violence * Each group will have time to review the theories and then reach consensus about which theories seem to have some relevance, and they will also decide how much relevance. * To do this, they will create a “Causal Pie.” They might recall pie charts from a math or statistics class. The objective is to draw a circle and then to assign theories to whatever size slice of the pie they believe are the proportionate causes of SV. It is a good idea for trainers to draw an example illustration. * Trainers will use the white board to draw a sample causal pie, complete with percentages.   After providing instructions, trainers will break the participants into groups of 4-5. Provide newsprint and markers and the handout, *Theories*. Allow ample time for discussion, but push groups to reach agreement.  Have each group present to the large group and post each causal pie so that all are visible.  Talking Points:   * Ask participants: What do you notice about these? * Look for points of agreement * If participants don’t observe it, also not differences * The major point is that we all approach this work from different lenses and with many different experiences. No one is right or wrong, and respect is key.   Handout the *Sexual Violence Ecological Model*. Note how it illustrates that the root causes of sexual violence are supported in many ways across the spectrum of the social ecology. Relate it to the *Cultural Wheel.* |
| **(15 min.)**  **Materials Needed:**   * none   **Handouts:**   * none | **Closing and Evaluations**  Use this time to close the session.  Remind participants to complete the relevant section of the evaluation form. |

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**SESSION THREE – 7 hours**

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| **(30 min.)**  **Learning Objectives:**  Introduce the topic of feelings and emotions to set the tone for the upcoming crisis activities  **Materials Needed:**   * None   **Handouts:**   * *Agenda* * *Feeling Words* | **WELCOME & OPENING**   1. Trainers will put the following questions:  **Are you more likely to hold back your tears when you feel like crying or to hold back your laughter when you see something funny? Why?** 2. Go around the room asking participants to share their responses.   **Summary & Talking Points:**   * We expect that we all have varied comfort levels with feelings and/or the expression of feelings—For example--some of us may be more comfortable with sadness than anger or laughing rather than crying. * Many of us may have received certain messages about what emotions and/or the expression of emotions are “ok” and what are NOT. * These messages and/or our comfort levels regarding certain issues, feelings, and behaviors are likely influenced by a variety of factors—society, culture, family, personality, etc.— * We, as trainers, want you to know that we want to create a space for open, respectful expression and exchange of ideas and experiences. We hope that we can laugh freely if we are moved to laugh and/or cry freely, if we are moved to tears.   Handout *Feeling Words*. |
| **(30 min.)**  **Learning Objective(s):**   * Clarify that crisis is a universal experience, but is personally defined based on personal values, beliefs, experiences, etc.   **Materials Needed:**   * Board and Markers   **Handout (s):**   * *Crisis Handouts:* * *Definition of Crisis* * *Kinds of Crisis* * *Phases of Crisis* | **Defining Crisis**  Trainer will write the word “Crisis” on the flip chart and facilitate a discussion using these questions and record the responses:   * 1. What defines a crisis situation?   2. What elements take a stressful and/or problematic situation to the crisis level?   Handout *Definition of Crisis* and facilitate a brief discussion using these questions:   1. Is this definition consistent with what we’ve discussed? 2. Are there differences?   **Definitions of Crisis:**  A crisis is a state that exists when a person is thrown completely off balance emotionally by an unexpected and potentially harmful event, difficult developmental transition, or both. The major difference between stress and crisis is that a crisis is limited, whereas stress can be ongoing. Crises are not usually predictable or expected, and it is this unexpectedness that can intensify the reaction to crises.  When we are in crisis, we feel a loss of control and power over ourselves and our lives. Common crisis terms are *disequilibrium, disorientation, and disruption*. It is the intense emotional experience of these states that creates the crisis. Common feeling responses to crisis include apathy, depression, guilt, and loss of self-esteem. People in crisis find that the ways they solved problems and coped with difficulties in the past no longer work, and they become more and more upset and frightened.  When we talk about crisis, we are referring to people’s emotional reactions to a situation, *not* the situation itself. Therefore, crisis intervention helpers work with a person’s perceptions and judgments of the crisis, not with the event itself. *Taken from Effective Helping by Barbara F. Okun*  Handout *Kinds of Crisis* and *Phases of Crisis*.  **Talking Points:**   * Crises can be developmental—resulting from stressors associated with normal life changes, such as the on-set of puberty, getting married, moving * Crises can be situational—resulting from external stressors and life events, such as natural disasters, car accidents, illnesses, violence * A Crisis exists when a person’s usual coping and problem-solving strategies are not working * Crisis is defined more by the person’s reactions to an event/situation than the event itself * The meaning of and/or reactions to an event may be influenced by an individual’s personal history, societal influence, cultural identity, etc. * A person generally feels a loss of control and sense of power over themselves and their circumstances * Generally, crises involve change; change involves loss, crises resolution involves grieving |
| **(1 hour)**  **Learning Objectives:**  Demonstrate use of active listening techniques.   * Demonstrate use of five communication skills (i.e., active listening, paraphrasing, reflective listening, affirmation, and open-ended and closed-ended questioning) to establish trust with a victim.   **Materials Needed:**   * Communication PowerPoint (optional)   **Handouts:**   * *Communication PowerPoint* notes * *Communication Self-Assessment* | **Communication Basics**  *(Note: there is a Power Point presentation included which you could use if you have access to equipment. It is also very doable without it. Print the Power Point notes as a handout for participants at the conclusion of the activity.)*  To provide services effectively, volunteers must be able to use five key communication skills with survivors. These skills form the foundation for effective communication. They are:  Active listening  Paraphrasing  Reflective listening  Affirming   * Open-ended and closed-ended questioning.   These communication skills are the building blocks to establish rapport and build trust between service providers and survivors.  Quickly define active listening and differentiate between marginal listening (i.e., the listener is not listening carefully; mind is wandering) and evaluative listening (i.e., the listener is assessing the speaker’s remarks and planning what to say in response).  Active listening:  Listening carefully to what the speaker is saying, without judgment or evaluation.  Listening to both the content of the message as well as the feelings that are being expressed.   * Attempting to “stand in the other’s shoes” to understand and relate to another’s situation and feelings.   Ask participants what they do to actively. Review any responses that have not been covered.  Techniques to practice active listening:   * Be attentive; maintain eye contact, if appropriate.   Take time to listen to the full story without interrupting.  Allow for silence. Silence allows people time to think.  Ask for clarification or repetition of statements to increase understand.  Listen without judgment.   * Set your reactions aside and focus on the speaker’s feelings.   Activity: It Changed My Life - Active Listening  The purpose of this activity is to practice and receive feedback on listening skills.   1. Ask participants to form pairs with someone they do not know. They should sit facing their partner. Ask one person from each pair to raise his or her hand. Designate that person as “A” and the other as “B.”   Ask the A’s to share for 2 minutes a time when they made a decision that they knew would affect the rest of their life.  Note that participants are encouraged to talk about a decision they are comfortable in sharing with others. They do not have to choose a particularly difficult or traumatic decision.  If participants are anxious about the risks involved in this exercise, ask how people determine what is safe to share and with whom they feel safe sharing. Ask them to put themselves in the shoes of a crime victim who tells their story to complete strangers and usually the strangers are also people that the victim views as having authority.  While A’s are sharing, B’s give their total attention to what A is saying and do not speak.   1. After 2 minutes, call time. Switch roles so that B’s share and A’s listen, without speaking.   As a large group, discuss the following questions:  How many thought the time was too short? Too long?  As the speaker:   1. Did you feel listened to?   What did your partner do that contributed to feeling listened to?   1. Did you feel that your partner understood what you were saying and how you were feeling?   Was there anything that your partner did that prevented you from feeling listened to?  As the listener:   1. Did you feel that you could really listen without making judgments or having your attention wander? 2. Did you feel that you understood what your partner was saying and feeling?   Review and discuss the following points.  **Nonverbal communication:**  Facial expressions  Gestures  Position of bodies and body orientation  Physical space  Personal touch  Face-to-face communication is made up of:  Verbal: Spoken words.  Nonverbal: Facial expressions, gestures, position of body and body orientation, physical space.  Verbal communication—the words you use—is the **least** important in communicating the message to the other person.  Ask for examples of nonverbal cues that you noticed your partner using from the last exercise. Include the following nonverbal expressions in your examples:   * Maintain eye contact, if culturally appropriate. * Use friendly, calm tone of voice. * Use voice volume that is neither too loud nor too soft. * Be still—no fidgeting or multitasking; hand gestures can be very distracting or annoying. * Use silence to provide the victim time to formulate his or her words. * Lean forward in chair; face the other person. * Be aware of how close you sit or stand to the other person. If you are too close, you make the other person uncomfortable, but if you are too far away, it might appear that you do not care.   Note that different cultures have different nonverbal cues. Some cultures prefer more or less physical space.   * Some cultures are more comfortable with personal touch than others. * Some cultures view direct eye contact as a way to express strong interest in what another is saying while other cultures view direct eye contact as a barrier to personal communication.   Ask participants for examples they have noticed in their work with people from cultures other than their own.  **Paraphrasing**  Define paraphrasing:  Paraphrasing: Stating back to the person in your own words what you understood the they said.   * Purpose of paraphrasing: To make sure that you have heard and understood what the person has said and is feeling. Effective paraphrasing helps avoid misunderstandings between you and the person. Paraphrasing is effective to use before moving on to another subject.   Ask participants how they practice paraphrasing. Review any responses that have not been covered.  Techniques to practice paraphrasing:  Listen carefully, focusing on key words, phrases, and concepts.  Repeat what the speaker has said, using your own words, without changing the meaning.  Paraphrasing often begins with: “So what I hear you saying is …” “In other words …” “What I understand you to say is …”  “If I hear you correctly …”  When you paraphrase, you want to listen to how the person responds. The response will indicate if you have accurately paraphrased what was said.  Activity: It Changed My Life: Paraphrasing  The purpose of this activity is to practice and receive feedback on paraphrasing skills.   * + 1. Continue to work with the pairs from the prior activity.     2. Ask “B’s” to go first and tell “A’s” the same story that they told their partner in the first activity. A’s are to paraphrase what they heard the B’s say.     3. After 2 minutes, call time and ask participants to switch roles.     4. After 2 minutes call time.   Ask the large group:   * Did you feel listened to? * What kinds of things did your partner say that helped you feel heard? * Were there any things that were said that made you feel that you were not being heard? * What do you think it would be like to be traumatized and to feel listened to?   **Reflective Listening**  Define reflective listening and identify why this is an important communication tool for victim service providers.  Reflective listening: Reflecting the person’s feelings back to the victim. The feelings may or may not have been verbalized.  Purpose of reflective listening: To make sure that you have understood what the person is feeling, even though they may not have expressed the feelings. This skill also lets them know that they have been heard.   * The difference between paraphrasing and reflective listening is that in paraphrasing you are only summarizing what has been said. With reflective listening, you are going beyond summarizing to identifying feelings that the person may not have identified, but their words and attitudes point to such feelings.   Provide an example or ask for examples that illustrate the difference between paraphrasing and reflective listening; e.g., “You sound angry about your friend's response. Is that so?”  Review the following techniques and examples of reflective listening:  Listen to the victim carefully.  Make a mental note of key points.  Notice how you are feeling.  Ask yourself how you would feel if you were the victim as you listen to the victim share the experience.  Reflective listening often begins with:  “That must make you feel …”  “It sounds like you were really feeling …”  “If I were in your shoes, I might have concerns about that also.”   * “I can see why you’re feeling …”   **Note that reflective listening is not therapy.**  Activity: It Changed My Life: Reflective Listening   * + 1. Continue to work with the pairs from the prior activity.     2. After 2 minutes, call time and ask participants to switch roles. This time, ask the pairs to turn their chairs around so they are facing away from each other.     3. After 2 minutes, call time.   Ask the large group:  What did it feel like to be understood on a feeling level?  What did your partner say that made you feel understood?  What changed when you could not see your partner, either as the speaker or the listener? Note that a lot of work that victim advocates do is often done by phone or even e-mail. We are often in situations where we cannot see (or even hear) the victim or survivor.   * What can we do to prevent misunderstandings when we cannot see or hear the victim or hear our client?   Are there any situations in listening to crime victims where you might need to use caution in reflecting their feelings?  Did anyone have any trouble staying focused on what your partner was saying?  How do you stay present and focused while listening to a crime victim when you know that you have deadlines to meet and many, many other work priorities?  **Affirmation**  Define affirmation and explain why it is a key communication tool for service providers.  Affirmation: Statements that recognize and validate a person’s strengths and acknowledge that the person has been harmed.   * Purpose of affirmation: To help build the person’s confidence in his or her ability to persist.   Review techniques to practice affirmation:  Listen carefully to person’s experience and identify points that indicate person’s strength.  Validate the strength based on what you heard; affirmations must be congruent with what the person has shared.   * Affirmations must be genuine; they are not effective if they are not believed by you.   Affirmations often begin with:  “You’ve been through something terrible. I’m so sorry.”  “I think it is great that you want to do something about this situation.”  “I appreciate how hard it must have been for you to decide to …”  “That must have been difficult for you.”  You are certainly a resourceful person to have been able to …”  “You took a big step.”   * “You certainly are coping with a lot of problems right now.”   Activity: Affirmation  The purpose of this activity is to provide participants with an experience of being affirmed.   * + 1. Participants remain with the same partner they were with for the previous activity. Ask each pair to decide who is “A” and who is “B.” Ask the A’s to take 1 minute to honestly affirm B, based on the experience that B shared in the previous activity.     2. After 1 minute, call time and switch roles. After 1 minute call time.   Ask the large group:  How many felt good when you were affirmed by your partner? How many felt embarrassed or another strong emotion when you were affirmed?  How do you think a crime victim would feel when they are affirmed as they are telling their story?  Ask the large group to consider the four exercises they just completed with others in the room. Ask participants:  How many feel that you know your partners better than when we began this module?  How many feel a connection with your partners?  What did you have to do to create the connection?  Note that the actual time spent with partners was only 8 minutes!  **Open-ended Questions vs. Closed-ended Questions**.  Ask participants for definitions for open-ended and closed-ended questions.  Open-ended questions: Questions that cannot be answered by “yes” or “no.” They elicit information and explanations and expand the discussion. Examples: Questions that begin with “where,” “what,” “how,” “why,” or “Tell me about …”   * Closed-ended questions: Questions that can be answered by either “yes” or “no.” They are useful to find out a specific piece of information or clarify a specific point of discussion. Examples: “Do you want me to call anyone for you?” or “Would you like help filling out the application for victim compensation?”   Review the following points about the appropriate use of questions.  Before you ask a question, ask yourself what information you need to get. Do not ask questions based on **your** interest; ask questions that will help you provide effective services.   * Ask questions one at a time. Multiple questions can easily confuse or put off the other person. * Hand out Communication PowerPoint notes   Activity: Communication Self-Assessment  Ask participants to complete Handout, Communication Self-Assessment, based on their participation in the activities in this module that required a partner. Tell participants they will not be sharing their self-assessments with anyone.  Ask for final questions and close. |
| **(15 min.)** | **Break** |

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| **(45 minutes)**  **Learning Objective(s)**   * Define and articulate the benefits of an empowerment model approach to crisis intervention.   **Materials Needed**   * Flip Chart * Markers * 3 cards for Abuse Triangle * 3 cards for Empowerment Triangle   **Handout(s):**   * *Abuse Triangle* * *Empowerment Triangle* * *Power of Ted* | **Abuse Triangle Demonstration**  The Triangle  Abuser (A)    Victim (V) Rescuer (R)  Using three cards labeled “Abuser”, “Victim”, and “Rescuer”, place a triangle on the floor.  Ask for 3 participants to volunteer and assign each of them a role on the triangle.  Walk the group through the scenario, moving the “role players” to different points on the triangle as it is appropriate. Encourage input and questions from all participants. Encourage the “role players” to describe their feelings as you move through each scenario.  **Scenario**  Frank (A) comes home drunk and hits Janice (V) for the second time this week. Janice (V) cannot take this anymore and calls her mom (R). Mom says come on home Janice (V). Janice (V) goes home and gets a good night's sleep. In the morning, Frank (A) calls Janice (V) and acknowledges he was wrong. Mom (R) hears the call and grabs the phone from Janice (V). Mom is scaring Janice. She’s threatening to force Janice to stay with her until she can talk some sense into her. Mom is now the abuser (A). Janice is still the victim. She sneaks to the phone to call Frank to come get her and now Frank becomes the rescuer. Janice leaves the house screaming at her mother in a very abusive (A) way. Mom feels taken advantage of and misunderstood – the victim (V).  **Talking Points—Abuse Triangle:**   * We are all vulnerable to these roles—this triangle—particularly when working with individuals that may have a history of experiencing relationships from within this triangle. * Staying off the triangle is difficult because we, as people, often find comfort with roles. * Once on this triangle, we’re more vulnerable to slipping into one of the other roles. * Imbedded in this relational pattern is a power dynamic—what shifts is who, at any given point, has the power and in which manner it is being used. * Conflict, inevitably, will arise within this relational pattern. * Fosters dependency.   **Large Group Discussion**   1. The trainer will refer back to the newsprint of the “Abuse Triangle” and make the following statement: ***As advocates, we have a responsibility to try to avoid this triangle and model a respectful and healthy pattern of relating, so we’re going to work together as a group to identify alternatives to this triangle****.* 2. The trainer will facilitate a discussion by asking participants the following questions while the other trainer records the responses:  * What other response options or “roles” are available? * Is it enough to change the points of the triangle? * What happens if we step off the triangle? * How does an advocate work to stay off the triangle? * Do these response options or “roles” promote empowerment?   **The Power of Ted\***  Trainer will replace the labels of the Abuse Triangle with the labels from the Empowerment Dynamic:   * Creator (replaces Victim) * Challenger (replaces Perpetrator) * Coach (replaces Rescuer)   As a result of moving from the Victim Orientation to the Creator Orientation, a whole new set of roles and relationships become possible:  Creator: antidote to the powerless Victim. A Creator cultivates the capacity to create outcomes by adopting a Creator Orientation. A Creator increases the ability to choose a response to life circumstances (even in the harshest of situations) rather than merely reacting to them. Creators seek and form relationships with other Creators, both to support and to be supported.  Challenger: antidote to a Persecutor (perpetrator) who provokes a reaction from a Victim. A Challenger is a catalyst for change, learning, and growth for a Creator. A Challenger may be conscious and constructive, especially when in relationship with another Creator. Some Challengers are unconscious. In either case, a Creator is able to embrace the experience of a Challenger is a call to action, learning, and growth. If the Challenger is an abuser/perpetrator (as in the demonstration role play), this model does not suggest that the behaviors are not abusive. Rather, this model suggests that a Creator may choose to change, learn, and grow from the experience of the relationship with a Challenger.  Coach: antidote to Rescuer, who reinforces the powerlessness of a Victim. A Coach views others as being creative and resourceful. A Coach sees each person as a Creator and seeks to support the process of creating outcomes. A Coach does this by asking questions that help clarify envisioned outcomes, current realities and possible steps. A Coach dares a Creator to dream and discern the pathways for manifesting visions.  Trainer will acknowledge this theory the work of David Emerald from his book The Power of Ted. The Abuse Triangle is based on the Drama Triangle, theorized by Stephen Karpman, psychotherapist, in the late 1960. Emerald postulated that the Drama Triangle was too embedded in human relationships to just ignore. With his work, he attempts to reframe the triangle into an opportunity for Empowerment.  **Talking Points—Empowerment through Advocacy**   * Avoid the Abuse triangle and try to embrace the Empowerment Triangle: * create more options for you and others * create the opportunity for you to see others from a different perspective * create the opportunity for others to see themselves and the people with whom they have relationships from a different perspective * Promotes relationships that respect and acknowledge individual strengths, while providing supports when supports are needed * Allows for and promotes learning and personal growth * Promotes individual autonomy * Fosters independency and self-sufficiency   Requires action—advocates must be more than “cheerleaders”, but perceptive and sensitive Coaches, guides, mentors, teachers, and yes, students. |
| **30 minutes** | **Meal Break** |
| **(30 min.)**  **Learning Objectives:**   * Broaden understanding of assessing risk and individualized   safety planning  **Materials Needed:**   * Batterer Generated Risks-Worksheet 1 * Batterer Generated Risks-Worksheet 2 * Life Generated Risks-Worksheet 1 * Life Generated Risks-Worksheet 2   **Handouts:**   * *Batterer Generated Risks* * *Life Generated Risks* | **Assessing Risk**  Share the following with participants:  **This is not one-size-fits-all work.** Domestic violence interventions must be person-specific and based on an *ongoing* analysis of the *totality* of risks the victim faces.  Being in a relationship with an abusive partner - and surviving - requires considerable skill and resourcefulness. Although she/he may not be fully aware of it, every victim of domestic violence has already been doing risk assignment and safety planning: attempting to manage rising tensions, to head off crises, to protect themselves and their children, to keep an already bad situation from getting worse.  The victim's sense of the most pressing matter may not be the same as yours. And if you show respect for the victim's priorities, she's/he's more likely to be able to trust and work with you.  **The problem** of domestic violence can't be resolved by effecting changes in the victim's behavior. No battered victim has control over his/her partner's behavior, and it is foolish to expect victims to "stop the violence." **The problem** is the offender's conduct and sense of entitlement to coercive, controlling and terrorist behaviors.  That said, it remains true that victim-focused measures are an essential element of a domestic violence intervention strategy. Battered victims can and do find ways to reduce the level of risk and danger in their lives, and to reclaim freedom of choice and action.  Risk assessment and safety planning give us a method of identifying problems, options and resources, for evaluating those options, and for committing to a plan of action.  Avoiding serious injury or death is certainly the most dramatic aspect of a domestic violence intervention strategy. But once we understand domestic violence as a problem of *coercive control* rather than simply as problem of assault behavior, we are forced to broaden our concept of **risk assessment.** Like battered victims, we then need to conduct a thorough analysis of the **complex package** of physical, legal, economic, familial, social, and emotional risks faced by the victim, *and by those she/he feel bound to protect.*  Break participants into 4 groups. Group assignments will be as follows (provide each group with appropriate worksheet). Encourage each group to choose a recorder and a spokesperson   * Group 1 – list the possible Batterer-Generated risks if the victim stays in the relationship (physical, psychological, children, financial, family/friends, relationships, arrest/legal status) * Group 2 – list the possible Batterer-Generated risks is the victim leaves the relationship (physical, psychological, children, financial, family/friends, relationships, arrest/legal status) * Group 3 – list the possible Life-Generated risks AND how a batterer might use those risks * Group 4 – list how discrimination based on race, ethnicity, gender, sexual orientation, gender identity, or other bias could impact risk (for example, fear of law enforcement discrimination could cause someone not to see help from legal institutions)   When the groups have completed their work, have each group share with the large group.  Talking Points:   * Leaving is not always the “best” or even the most safe option for victims * It is crucial to ask questions and to really listen to the responses to be able to “see” risk in areas where it may not be immediately obvious * Supporting victims to identify their own risks is sound advocacy * Victims know more about the risks in their situation than anyone else – they are they EXPERTS on their own lives * Remember that **One Size Does Not Fit All** and that risk assessment is a **Complex Package** reflecting not only the individuals involved but also barriers and challenges beyond the individual level (i.e., community, society) |
| **(45 min.)**  **Learning Objectives:**  Broaden advocate understanding of assessing risk and safety planning and provide opportunities to practice these skills  **Materials Needed:**   * Newsprint * Markers   **Handouts:**   * *Who is Sally?* * *Nested Ecological Model* * *Personalized Safety Plan* * *Technology Safety Planning with Survivors* * *Advocates Guide (booklet)* | **Safety Planning**  Now we need to use our risk assessment to enhance safety.  Trainers will ask participants what are the common safety planning concerns that we ask people to address.  Trainer Tips: Here’s what you can expect to see.   * Avoid the kitchen * Don’t get cornered * Keep a spare set of car keys, extra money, set of clothes * Keep extra copies of important documents * Once you leave, vary your routine * Create safety passwords for your children   When the trainers feel like the list is complete or after 15 minutes, the trainer will draw a box around the list.  **Talking Point:**   * We’ve identified the tools we often use to develop safety plans with people we serve. * Effective safety planning also requires “going outside the box” and working creatively with the victim.   Using the provided “Sally” scenarios, the trainers will now work with the participants to generate a set of additional safety planning considerations/elements. The trainers will go through each part of the “Sally Scenario” one at a time. After each part (1-3), trainers will ask participants to identify safety planning considerations that they list in the prior activity. The trainers will list these additional elements in the area “outside the box”. *(Inform participants that "Sally" is a real person who has given her permission for her story to be used in training advocates.)*  **Sally Scenario, Part 1**  Sally comes to you for services. She is a battered woman with three children, Danny 5, Randy 3, and Hope, 18 months. She lives with her husband, David, who is abusive. He is a counselor with the Department of Corrections.  David has been physically, sexually, and emotionally abusive in the past. He continues to be verbally and emotionally abusive toward Sally and is emotionally abusive around the children.  Sally’s main concern is for her children. Danny has been in Head Start. Danny is imitating his father’s behaviors. He frequently stands in front of the mirror and repeatedly yells and curses.  Sally says that she feels overwhelmed and frustrated. She frequently just gazes at the children. Danny repeatedly stands in the middle of the room and pretends to be hitting someone with a belt.  **Sally Scenario Part 2**  Sally has reported her husband David’s abusive behavior, and he has been through the court system on several occasions and has had a Protective Order against him.  Danny was referred by the Head Start teacher for testing and has been diagnosed with a form of autism.  Sally often says that things are not the same as they used to be.  **Sally Scenario Part 3**  Sally’s husband David has been in a batterer intervention group before.  Sally presents herself as a bright, capable woman. She has even recently begun organizing a new non-profit service organization in her community. She does, however, appear to be tired, and she walks with a limp.  Sally’s main concern is for her children. Danny needs to travel to MCV for further testing and treatment. Randy is beginning Head Start, and Hope is walking and beginning to talk.  Sally frequently just gazes at the children as they run around your office, acting out and climbing on the desk. Danny repeatedly stands in the middle of the room and pretends to be hitting someone with a belt.  **Conclusion of the “Sally” Exercise:**  Lastly, the trainers will provide a profile of “Sally” to the participants. Provide participants with the handout, *Who Is Sally*? and read aloud. Ask, “Now that you have this additional information about “Sally”, does change anything?” Knowing more about all of Sally’s experiences helps to plan for her safety in the context of all of the risks and assets in her life – safety planning without that context is not as effective and could create new risks.  For example, if the participants discussed referring Sally and her family to CPS, does that referral still seem like an effective safety planning option? Or does Sally’s history of substance use and involvement with the criminal justice system indicate that CPS might have some biases about Sally’s parenting abilities?  Handout *Nested Ecological Model*  **Closing Points:**   * Effective safety planning requires that the advocate build a relationship with the victim so that the process will be a mutual one. * Safety planning is not a limited set of questions or a form, but an active process that involves the advocate **AND VICTIM.** * Safety plan are always individualized and based on the victim’s individual experiences * Refer back to the Power and Control Wheel with Institutions and Cultures—remind participants that the individual and her/his experiences don’t exist outside their family, their community, the socio-cultural context * Risk assessment and safety planning needs to take these contextual elements into consideration   Handout *Personalized Safety Plan*. |
| **(15 min.)** | **Break** |
| **(75 min.)**  **Learning Objectives:**  There are myths about sexual violence that are held tightly by many people. This activity explores a few myths and encourages broad thinking about why these myths exist.  **Materials Needed:**   * Rape Myths (cut so that each participant has a copy)   **Handouts:**   * *Rape Myths* | **Rape Myths Debate Activity**  Trainers will divide the participants into 2 groups, and then divide each of these groups into 2 small groups. Trainers will explain that groups will be participating in a debate, like those they may have seen or participated in as high school or college students. Each of the two large groups will receive a statement (different statements for each group). The trainer will designate which among the small groups will be the AGREE group and which will be the DISAGREE. The trainer will permit time for each small group to develop their arguments. Encourage them to use well developed arguments they have heard from people who would agree/disagree with their statement. The trainer will remind the groups that they are NOT to create caricatures of people or to demean people in any way.  Below are the possible myths:   * Most rapes are perpetrated by someone the victim does not know. Most rapes involve threats with weapons, physical force, and overt violence. * Sexual assault happens to women because of the way they dress, the dangerous places they go, and/or the alcohol/drugs they have taken. * If a person agrees to some degree of sexual intimacy, then s/he is willing to “go all the way.” There is no need to keep asking – one just knows that if you are willing to go half way, you’ve got to be willing to go all of the way. * If a person agrees to some degree of sexual intimacy, then s/he is willing to “go all the way.” There is no need to keep asking – one just knows that if you are willing to go half way, you’ve got to be willing to go all of the way.   After permitting the groups time to develop their arguments, the trainers will choose a group to present first. Have the AGREE participants offer their arguments first, and follow immediately with the DISAGREE participants. Do not permit any interruptions. The group not presenting will be listening. After both the AGREE and DISAGREE arguments have been presented, facilitate a discussion among everyone.   * Before this exercise, did you have an opinion about the statement? * How did it feel to present on a belief you supported? On one that you did not? * Did the exercise offer you any new insights? * What do you think it will be like to work closely with people who believe differently than you do?   Usually (almost always), participants are able to tease out the "myth" of the statement. However, if as a trainer, you are not hearing it, make sure that participants are aware of the facts!  After Group 1 and the discussion have concluded, repeat the process with Group 2. If time permits, give both groups a second myth to discuss and debate.  Closing Points:  Remind participants of the Sexual Violence Root Causes theory exercise we did in our second session. At that time we learned that we all have very different views. There is a similar message in this exercise - many people (survivors, advocates, members of the community) have different sets of information and hold different beliefs about sexual violence. Some of their information may actually be "myth," which serving to deny and justify sexual violence and making our roles as advocates more complex and challenging. |
| **(15 min)** | **Closing and Evaluations**  Assure that you leave some time for closure. This is a long session, and it is important to choose a closing to ease participants away from the training. Based on the amount of time you have remaining, choose an appropriate activity.  Remind participants to complete their evaluations. |

**Volunteer Training**

**Curriculum**

**SESSION FOUR – 3 hours**

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| **(30 min)** | **Welcome**  Activity: Who was an asset builder in your youth?  Ask participants to share great personal experience they had (as a child) when someone said or did something that had a positive impact on their lives. |
| **(1 hour)**  **Learning Objectives:**   * Become familiar with the eight categories of Developmental Assets * Identify the gifts they each have for nurturing caring relationships and providing opportuni­ties for children and youth to contribute to the community * Identify qualities of role models in commit­ment to learning and positive values   **Materials Needed:**   * None   **Handouts:**   * *40 Developmental Assets® for Early Childhood* * *40 Developmental Assets® for Children Grades K–3 (ages 5-9)* * *40 Developmental Assets® for Middle Childhood (ages 8-12)* * *40 Developmental Assets® for Adolescents (ages 12-18)* | **Developmental Assets for Children/Youth**  Begin by acknowledging that domestic and sexual violence have impacts of children. The manifestation of the impact and the extent of the impact depend on many factors, and every child and every family are different. However, the Search Institute® has identified the building blocks of healthy development—known as  Developmental Assets®—that help young people grow up healthy, caring, and responsible. We believe that our program, our staff, volunteers and participants can contribute to these developmental assets. So, in this session rather than focusing on the impact of violence on children, we are going to focus on the impact of positive interactions with children.  Handout the 4 Developmental Assets handouts and focus discussion on the primary categories:  External Assets:   * Support * Empowerment * Boundaries & * Expectations * Constructive * Use of Time   Internal Assets:   * Commitment to Learning * Positive Values * Social Competencies * Positive Identity   Break into small groups (about 3-4 people) and ask each person in the group to identify how the Developmental Assets related to the “Asset Builder” they identified earlier in the session. Consider these questions:   * What impact did these people have on your lives? * How did they influence the choices you made as young people?   If time permits, return the participants to the large group and offer some summary and time for thoughts about this information.   * Does it make a difference to view our work with children as opportunities to build assets with them? |
| **(15 min)** | **Break** |
| **(15 min)**  **Materials Needed:**   * White Board or Newsprint * Markers   **Handouts:**   * None | **The Perfect Role Model**  Say to the group, “Imagine that you’ve just met someone who is an ideal role model for children and teenagers regarding a commitment to learning and positive values. What qualities does that person have? What does that person do?”  Ask people to share their ideas and record the group’s responses to avoid duplication in the discussion and to provide a learn­ing tool for visual learners. Ask group members these questions:  • How do adults encourage young people to have a commitment to learning and positive values?  • How do young people encourage a commit­ment to learning and positive values? |
| **(30 min)**  **Materials Needed:**   * Newsprint * Markers   **Handouts:**   * *15 Thriving Indicators* * *Asset Checklist* | **The Well-Equipped Child**  Hand out *15 Thriving Indicators* and *Asset Checklist.* Encourage participants to use these as well as their *Assets* handouts in the upcoming activity.  Ask participants to get into groups of two or three. Give each group a sheet of newsprint. Give each group a variety of colored markers to use.  Have each group draw a picture of “The Well-Equipped Child,” focusing on the kinds of social competencies and positive identity that child needs in order to thrive. Encourage people to be creative and imaginative—and to have fun. They may want to refer to the specific assets in the categories, or they can just take it wherever they want. Encourage them to use symbols, labels, and other devices to get their points across.  Allow 15 minutes for groups to complete their drawings. Then have each small group display their picture and tell the full group about it.  Encourage a brief conversation about each depiction. Then ask these questions:  • What are things that help children and youth develop these qualities?  • What roles can we play? |
| **(up to 30 min)** | **Closing and Evaluations**  Invite each person to share one new thought and perhaps an action step she or he will pursue because of this session.  Remind participants to complete their evaluations.  ***Note:*** *if your agency has an CPS reporting policy, you may need to provide and discuss with your volunteers before they complete training. Since this session has been focused on Assets, this may not be the best time to provide the policy. Use your own judgment about the best time to provide to your volunteers.* |

**Volunteer Training**

**Curriculum**

**SESSION FIVE – 3 hours**

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| **(15 min)** | **Welcome/Opening**  Choose a brief opening to set the tone for the session.  Let participants know that in this session and in the upcoming session, we will be exploring assets and barriers for communities that are often marginalized - *processes in which individuals and entire communities of people are systematically blocked from rights, opportunities and resources (e.g. housing, employment, healthcare, civic engagement, democratic participation and due process) that are normally available to members of society and which are key to social integration.* |
| **(45 min)**  **Learning Objectives:**   * To identify domestic and sexual violence in later life * To identify appropriate resources and community collaborations * To identify issues for allied professionals   **Materials Needed:**   * None   **Handouts:**   * *Abuse in Later Life* * *Domestic and Sexual Violence in Later Life: How is it Different?* * *How the APS System Works* | **Exploring assets and barriers to services for the Aging/Disability Communities**  Invite participants to engage in discussion using the handouts.  Encourage discussion about risks and safety concerns.  Provide participants with information about community resources and the role of Adult Protective Services.  ***Note:*** *if your agency has an APS reporting policy, provide and discuss as appropriate* |
| **(15 min)** | **Break** |
| **(45 min)**  **Learning Objectives:**   * Familiarize volunteers with language of the queer community * Discuss appropriate usage of terms in advocacy.   **Materials:**   * Definitions Flash Cards   **Handouts:**   * *Some Definitions for the LGBTQ Community* | **Exploring the assets and barriers to services for LGBTQ communities**  **What’s in a name: The Power of Language**  Count the number of participants and choose the same number of term/definition cards. **Be certain to make sure the appropriate terms and definitions are handed out, so they can be matched up during the activity.**  Instructions:  The goal of this exercise is to become familiar with some terminology/language used to refer to different aspects of the LGBTQ community. It is fine if you don’t know what your term or definition matches with. You will work together to figure it all out.  Each of the participants will match up the cards with their appropriate counterparts.  Once everyone has matched all the cards, go over them together.  Have each participant pair say their term and definition.  Once everyone has shared, distribute the Definitions handout. Make a point to mention that in queer community there is much diversity in both language and culture. Let everyone know that the definitions are not firm, but rather a good starting point for this discussion. Let the people you are serving be your guide. If you are unsure, politely ask someone how they would prefer that you refer to them and their relationships.  *Training Note: Often, particularly if participants get really into this exercise, there are derogatory and potentially hurtful words tossed out into the room, followed by laughter. As the trainer, please do not let these moments pass without making a note that we often laugh to cover our discomfort, but remember that there is always the possibility that there are LGBT identified individuals in the room and that words can and do hurt. While part of the point of the exercise is to get people comfortable with language, we also want to be clear that this objective is not supposed to be met at the expense of someone else’s feelings or spirit. Also remind folks that and that individuals who are in the LGBTQ community can often use terms that are not appropriate when used by those outside the community. This exercise evokes many strong feelings and reminds us of the history of hatred, violence, and pain associated with LGBTQ issues.* |
| **(30 min)**  **Learning Objectives:**   * Participants will identify barriers that LGBTQ survivors face * Participants will brainstorm services current available and their appropriateness and will identify other resources   **Materials Needed:**   * Dramatization of Barriers cards   **Handouts:**   * none | **Exploring barriers to services for LGBTQ identified survivors**  Objective: One objective of this exercise is to begin to explore the many and diverse barriers that are encountered by individuals who are surviving IPV and or sexual violence who also identifies as a part of the LGBTQ community. An additional objective is to begin to examine each participant’s personal issues and strategize for effectively serving this community.  **CHRIS Activity**  We are going to discuss potential barriers to LGBTQ survivors receiving services. Let participants know that we recognize that the scenarios we will be dramatizing do not represent all agencies.  Ask for 7 volunteers to read cards that will be handed out. Ask the volunteers to hold their card so that the rest of the participants can see their affiliation. Spread out the different cardholders in a line and Chris will walk to each person and read the card aloud each time. Ask the volunteers to read their cards in this order:   * Chris * Domestic Violence Program * Chris again * Gay Faith Organization/Community Center * Chris again * Child Protective Services * Chris again * Law Enforcement * Chris again * Sexual Assault Crisis Center * Chris again * Homeless Shelter   The responding person will read their card and Chris will move along. This will emphasize the urgency of the situation. As each agency or individual denies Chris assistance, the participants should be able to start identifying barriers to service.  After all the cards have been read, the group will answer the following questions together:   * What are the barriers (internal and external) in the scenario that prevent the survivor of violence from accessing help? * What resources in your community do you know of that exist for this person currently? * What do you anticipate would be some challenges that you might personally have in working with this individual who is surviving violence? * What are some strategies that you could use to move beyond your personal issues and provide the best possible response to this person who has come to you for support and assistance? |
| **(30 min)** | **Homophobia: A Weapon of Sexism Visualization**  **(Note: this is a good activity to close out your LGBTQ discussion. If you do not have time for it, choose something shorter to close the session)**   * Explain that the group will be participating in a visualization exercise written by Suzanne Farr, author of *Homophobia: A Weapon of Sexism*. * Facilitator will say, “To those of you who are heterosexual, I’m going to read you a short story and ask that you imagine the details as vividly as possible. To those of you that are gay, lesbian, bisexual, or transgender, you can either go through the exercise or simply close your eyes and think of experiences you or others have had that are similar to the story.” * Ask participants to get comfortable and close their eyes. * Facilitator will read visualization exercise, speaking slowly and pausing frequently * Imagine that you as a non-lesbian, non-gay, non-bisexual, or non-trans person are part of a group that is only 10% of the population. Imagine that your heterosexual, non-lesbian, non-gay, non-bisexual and non-trans activity is illegal. Your lifestyle must be kept hidden from the public, lest it reveal your inherently abnormal sexual orientation. * You wake up to find your lover or partner of the opposite sex already dressed and ready to leave for work. They enter the bedroom and kiss you good-bye. You have taken the morning off because there is something wrong with the stove, and the service person is scheduled to come to your place this morning. As you get up and move around the house, you are becoming acutely aware of your surroundings … you notice the pictures, books, magazines, and wall hangings. Will they reveal your heterosexual identity to the stove repairperson? You begin to take down photos of your friends and family that may be even remotely heterosexual in nature. You put pictures of yourself with your lover of the opposite sex in a dresser drawer in the bedroom. You turn over magazines and shift the books in the shelves so that the titles are not apparent. * There is a knock at the door. You open the door to let the repairperson in, and you follow her to the stove, you notice that your lover left a book with the word “heterosexual” on the counter. Suddenly you panic: does she see it? If she does, what kind of service will I get? Will she tell the landlord? Will we get kicked out of our apartment? Will I be safe alone with this person? * You go to work that afternoon. * It’s Monday and I, your lesbian supervisor, ask you casually about what you did over the weekend. How will you, the heterosexual, describe the events of your weekend without giving me any clues that you spent parts of it with members of the opposite sex? (That is, members of the opposite sex that aren’t blood related). And how will you keep me from knowing that you did anything connected with heterosexual roles, traditions and institutions? What about that commitment ceremony you attended, or the play you went to, or the books you read? Will you change your pronouns? Will you lie by leaving things out? And how will you feel about yourself as you struggle over this simple question about what you did over the weekend? * Now, in this switched around world, I, your lesbian supervisor, am throwing a party for the office crew, and I ask all of you to bring your partners. Will you dare to bring the member of the opposite sex with whom you have lived secretly for the past 5 years…thereby letting all of us know that you are abnormal, sick, and illegal? And if you don’t, what will you tell your partner home alone? And what will you say when you get home at night? * Once at the party, will you talk with others that are suspected heterosexuals? Or will you be afraid that someone will suspect you if you are friendly with them? And what will you do when I, your host, turn down the lights and put on slow dance music? Who will you dance with? And by what signals will you recognize the other heterosexuals there? Will you ask one of them to dance? Or will that be too dangerous? * On your way home from work, you are thinking about how good it will feel to be home, in your own place, with your partner. You walk through the front door and without another thought you kiss them. Your partner pulls away. Knowing that the curtains are open and that there are neighbors outside. You know why your partner pulled back, and as you look up, you notice that the man across the street is looking in your window. Your heart begins to pound heavily as you think…did he see us? What will he do? Who will he tell? Will he talk to others in the neighborhood? What will they do? Will I be safe? Will my partner be safe? Will we have to move again? All of these thoughts occur within a matter of moments. Your partner sees your anxiety and with a glance, you know your fear is shared. You know that at least you have each other.   **Discussion:**   * How did it feel to be the person in this visualization? (One feeling word - people have a tendency to start telling stories or pointing out facts from the exercise at this point. Keep it to feeling words. Repeat the words back.) * Which things hadn’t you thought of before? * Did you notice anything of which you are not normally aware? (monitoring your safety, constantly aware, etc.) * Was there ever a point in the visualization that you wanted to give up? * How did you recognize the other people at the party, at work, etc.? * One woman described the visualization as feeling like you are living in a turtle shell. Now imagine living in that space and the only other person in there with you is your batterer. * For non-lesbian, non-gay, non-bisexual and non-trans people who have partners, think about spending one hour in public together without anyone knowing you are partners. What things would you have to think about “hiding” (wedding rings, doggie bags, opening of car doors, etc.)? * For non-lesbian, non-gay, non-bisexual, and non-trans people who do not have partners, think about spending one hour in public without letting anyone know that you are straight. What would that mean (what would you do, not do, wear, etc.)   ***Homophobia is not always direct/overt. It is often covert, silent, and underground.*** |
|  | **Closing and Evaluations**  No additional closing  Remind participants to complete their evaluations. |

**Volunteer Training**

**Curriculum**

**SESSION SIX – 7 hours**

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| **(30 min)** | **Welcome and Opening**  Choose a brief opening to set the tone for the session.  Use this time to discuss any volunteer training “business.” |
| **(1 hour)**  **Materials:**   * Immigration Scenarios   **Handouts:**   * *Immigrant Women Power and Control Wheel* * *Power and Control Tactics Used Against Immigrant Women* * *Immigration Options for Victims of Crimes* (Pamphlet) * *Visas for Undocumented Victims of Domestic and Sexual Violence* | **Exploring Assets/Barriers to serving Immigrant/Refugee Communities**  Lecture and Discussion:  Talk about the challenges of being an immigrant in this country, the challenges and barriers to receipt of IPV/SV services. Discuss the power and control tactics used against immigrant women. Discuss immigrant legal rights and protections and legal remedies, including civil protective orders, VAWA VISA, U-VISA, T-VISA, and asylum. Discuss how to provide services to survivors with limited English proficiency. Discuss victim rights in VA.  Divide participants into 4 groups. Give each group a scenario. Ask them to determine:  What is the status of the person in the scenario?  What legal options are available to the person? |
| **(2 hours)**  **Materials:**   * Supplementary Anti-Racism Readings   **Handouts:**   * History of the Idea of Race * White Privilege * Racism and Rape * Effects of Racism on DV Resources | **Exploring the Intersections of Oppression**  Opening:  Ask participants take a couple of deep breaths and just let everyone know we are going to be talking about some things that might be painful for some and might be uncomfortable for some. Ask everyone to take risks and be willing to share and to honor that risk by being willing to listen and really hear what folks are saying  Activity – “I remember . . . “  Ask participants to get in groups and talk about instances where race/racism was evident in their lives and about things they had experienced or things they had participated in. Have 2 trainers modeled it and then give participants 20-30 minutes to talk.  Lecture and Discussion – Creation and History of Race and Racism  Trainers will provide an overview of a general history and a more detailed history of racism in Virginia. Trainers are encouraged to use video clips and other media.  **Helpful Resources**: *Race - The Power of an Illusion* is an excellent DVD produced by PBS. There is also an excellent online companion - http://www.pbs.org/race/000\_General/000\_00-Home.htm - which is a ton of information as well as fun activities!  Also, note that there are several supplementary anti-racism readings with your curriculum.    Activity – A History of Racism in My Life  Trainers will ask participants to identify class/race situations in their lives at the age of 8, 16, and now. Trainers will remind participants that they will be serving diverse survivors and need to recognize that folks carry all their life experiences with them. Trainers will also encourage participants to examine how racism impacts access to SV/IPV services  Provide participants with Handouts.  Closing  Trainers will prepare something brief to permit participants a bit of closure as they move to lunch. |
| **(30 min)** | **Meal Break** |
| **(1 hour)**  **Materials:**   * Advocacy Scenarios   **Handouts:**   * *none* | **Scenario/Role Play Exercises**  Ask volunteers to assemble in small groups of approximately 4 participants and give each group a scenario sheet. Ask for one volunteer in each group to play the advocate and one person to play the survivor. Other group members will be observers. Request that each group complete their role play and discuss afterward. Rotate roles among the participants, and continue with the scenarios.  Trainers will observe and offer feedback as appropriate. |
| **(15 min)** | **Break** |
| **(1 hour)** | **Scenario/Role Play Exercises (continued)**  Ask volunteers to re-assemble in the same small groups and have each group continue where they left off. In the last 20 minutes of this exercise have a representative from each group read a scenario and report back what they would have done in terms of advocacy based on what each victim said. Ask all of the participants to suggest additional resources not already mentioned. |
| **(30 min)** | **Boundaries**  Engage participants in a discussion about the importance of boundaries in their work with survivors, both the importance to survivors and the importance to volunteers. |
| **(15 min)** | **Closing and Evaluations**  Choose a go-around that will give participants an opportunity to close out the day.  Remind participants to complete their evaluations. |

**Volunteer Training**

**Curriculum**

**SESSION SEVEN – 3 hours**

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| **(15 min)** | **Welcome and Introduction of Guest Trainer(s)**  Choose a brief opening to set the tone for the session.  Use this time to discuss any volunteer training “business.”  For the session, it is suggested that legal advocates, law enforcement, prosecutors, or other knowledgeable, reliable legal system folks be recruited to facilitate the training.  Introduce the participants to the guest trainer(s) for the evening.  ***Important Note:*** *The handouts included with this curriculum were reflective of the laws in Virginia on January 1, 2013. It is critical to replace these handouts with updated ones each year as laws change. Please feel free to contact the Action Alliance to receive updated handouts.* |
| **(45 min)** | **Law Enforcement Response to Domestic Violence**  Ask guest trainer(s) to prepare activities or presentations to provide information about criminal charges related to domestic violence and how the court process works. Focus this section on criminal charges; protective orders will be discussed thoroughly in the next section. |
| **(15 min)** | **Break** |
| **(45 min)**  **Materials**   * none   **Handouts:**   * *Summary of PO Changes July 1, 2011* * *Protective Order Booklet* | **Virginia Protective Orders**  **Family Abuse Protective Orders**  Ask guest trainer(s) to prepare activities or presentations to provide information about family abuse protective orders and how the court process works.  **Protective Orders heard in General District Court**  Ask guest trainer(s) to prepare activities or presentations to provide information protective orders heard in General District Court and how the court process works. |
| **(45 min)**  **Materials**   * none   **Handouts:**   * *Child Sexual Assault Law Chart* * *PERK Palm Card* | **Legal Issues and Sexual Violence**  Ask guest trainer(s) to prepare activities or presentations to provide information the complications in Virginia law with regard to sexual violence, particularly as it relates to children (handout). Review the PERK palm card for an overview of PERK options for victims. With this information, remind participants that they are not expected to be able to quote the law (other people have that job) and are discouraged from interpreting the law (could be construed as the illegal practice of law – most of them are not attorneys). |
| **(15 min)** | **Closing and Evaluations**  Choose a go-around that will give participants an opportunity to close out the day.  Remind participants to complete their evaluations. |

**Volunteer Training**

**Curriculum**

**SESSION EIGHT – 3 hours**

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| **(15 min)** | **Welcome/Opening**  Choose a brief opening to set the tone for the session. |
| **(1 hour)**  **Learning Objectives:**   * Participants will be provided with an overview of the issues of mental illness, suicide, and substance abuse and how those issues impact survivors of violence   **Materials Needed:**   * Suicide Risk Cards   **Handouts:**   * *Co-Occurrences: Domestic Violence and Mental Illness* * *PTSD* * *Suicide Assessment* * *Suicide Intervention* | **Mental Illness, Suicide, and Substance Abuse**   1. Introduction 2. Tonight we’re going to discuss several issues that may also be impacting our clients’ lives. 3. This is a very brief overview: an entire training could be spent on these topics. And just like SDV, these issues are extremely complex. 4. Mental Illness 5. Introduction 6. Mental health is a continuum: we all experience ups and downs on this continuum (compare to physical health continuum). It is a very common and normal reaction to experience depression and anxiety after surviving a traumatic event like sexual or domestic violence. 7. As a volunteer, you may encounter a client with mental illness. 8. The term “mental illness” encompasses a wide variety of problems and diagnoses; as a volunteer, it is not your job to make diagnoses of clients. 9. Remember: people with mental illness, even serious mental illness, can function well if receiving treatment; just because someone may tell you they have a certain diagnosis, don’t automatically assume they are unstable or dangerous. But they often won’t tell you up front because of the stigma that is attached to mental illness. 10. The standard for shelter intake is: can he or she take care of themselves in a community living environment? If you have a concern, consult with the staff person on-call. 11. Mental Illness and Trauma 12. Crisis is any serious interruption or change in an individual’s usual steady state which results in emotional turmoil; we can expect that 100% of our clients have been in crisis. 13. Trauma is an emotional shock that creates substantial and lasting damage to the psychological development of the individual. 14. Let’s focus on a very common cluster of symptoms that Safe Harbor clients may experience: Post Traumatic Stress Disorder.  * persistent re-experiencing of the event * persistent avoidance * persistent symptoms of increased arousal  1. Mental Health of Abusers 2. Three personality types of abusers:  * Cyclical/ Emotionally Volatile (30%)   verbally abusive, needs to shame to hide own shame, abusive no matter what the partner does, blames partner, holds partner responsible for feelings   * Over controlled (30%) (Sleeping with the Enemy)   distant from feelings, control freak, perfectionist, domineering, demands subservience, isolates partner, builds up anger to an eruption (Campbell Co. refrigerator example)   * Psychopathic (40%)   anti-social, criminal, violent in and out of relationships, shows no remorse or emotional affect, cannot empathize with others, makes impossible demands, punishes partner for failure   1. Most people who batter are *not* evil or mentally ill. They choose violent, abusive behavior. They can choose different behavior. 2. Suicide   1. Statistics   * Suicide is 8th leading cause of death in U.S. * More women than men attempt suicide (ratio of 2:1), but more men die by suicide than women (ratio of 4:1) * Familial factors can be associated with suicide, including history of mental illness and/or substance abuse; history of suicide; family violence * AMA reports that 1 in 4 women who attempt suicide have history of DV   2. Activity: place cards in the appropriate suicide risk column  (Mild Risk, Moderate Risk, or Severe Risk); discuss   1. Substance Abuse 2. Substance abuse is linked to violence in complex ways:    * Violent men are more likely to abuse alcohol than non-violent men: 52-85% of violent men abuse substances (rate is 3 times that of nonviolent men)  * Substance abuse can disinhibit control of behavior, possibly resulting in more violent or severe abuse; but batterers can control their behavior- they decide if and when they will be violent. * Substance abuse can be used as the trigger or excuse for violence; there is a correlation between the two, but correlation does not imply causation. * Substance abuse may increase the “enjoyment” for the abuser. * Substance abusers are violent more frequently, inflict more serious injuries (including increased sexual violence), and more likely to be violent outside of the home than batterers who do not abuse substances. * Substance abuse and SDV are two separate issues, and each must be addressed; “curing” the substance abuse will not automatically stop the violence * Victims may also abuse alcohol or drugs to self-medicate the pain, and that increases their vulnerability and decreases their ability to secure help. |
| **(15 min)** | **Break (Note – you may want to break before the substance abuse section above)** |
| **(30 min)**  **Materials Needed:**   * *Trauma Stewardship* book   **Handouts:**   * *Trauma Stewardship* * *Secondary Trauma* | **Trauma Stewardship**  Bring a copy of *Trauma Stewardship* to show participants. Tell them a little bit about the context of the book.  Give participants the *Trauma Stewardship* handout.  Break participants into groups of 4 (if time permits, but this may be a good place to reclaim lost time if necessary). Give each group 1-2 of the “Warning Signs” from the handout and ask them to general examples of what they might look like as a response to trauma in the work that we will be doing (hint: there are many examples in the book that you can share with participants). After just a few minutes, ask for a group report out.  Refer participants to the second page of the handout and review the Shared Traits of Stress-Resistant Persons. Highlight that these are all things we have control over and even if we don’t have these traits now, we can practice and develop these traits through our journal. Ask the participants to complete the Journaling Exercise on the handout:  *Ask yourself what your ancestors and those who raised you have done, throughout time, to heal themselves and others. When they experienced trauma, how did they go on?*  Ask the participants to share in dyads – not sharing the trauma they may have experienced but focusing on how they deal with trauma.  Give participants *Secondary Trauma* handout  Follow this exercise with a discussion of the Five Directions from the handout. Ask folks to respond to some of the questions. *Why am I doing what I’m doing? What is my Plan B? How do I practice compassion for myself and others? What do I do to find or express gratitude?*  Conclude with a group reading of the *Buddhist Loving-Kindness Meditation* from the handout: ask one half of the room to say the line that begins ***May I be free* . . .** , the other side of the room to say the line that begins ***May you be free*** **. . .** and then all to say the line that begins ***May we be free*** **. . .** and follow the same pattern for the remaining verses. |
| **(30 min)**  **Handouts:**   * *Certificates* | **Closing and Evaluations**  Choose a go-around that will give participants an opportunity for closure.  Have participants complete and turn in evaluations. |

Acknowledgements:

Many activities in this curriculum were adapted from:

Basic Advocacy Trainings series, a project of the Virginia Sexual and Domestic Violence Action Alliance - http://www.vsdvalliance.org/

and

Volunteer Training Curriculum of Safe Harbor - http://safeharborshelter.com/

The Communication Basics activity was taken from:

The Virginia Victim Assistance Academy, a project of the Virginia Department of Criminal Justice Services - http://www.dcjs.virginia.gov

The Empowerment Dynamic Information is from:

*The Power of Ted\**, David Emerald, 2009

321 High School Rd Suite #D3 PMB 295 | Bainbridge Island, WA 98110

http://powerofted.com

The Risk Assessment information is from:

*Safety Planning With Battered Women, Complex Lives/Difficult Choices*, Jill Davies and Eleanor Lyon, Sage Publications, 1998.

and

Colleen McGrath, New York State Office for the Prevention of Domestic Violence

The Sally Scenario is a gift to Virginia advocates from a survivor (note - Sally is not her real name)

The activities and handouts in the Children’s section were taken from:

*Taking It Personally*, part of Search Institute’s Healthy Communities • Healthy Youth initiative, which seeks to unite individuals, organizations, and communities for children and adolescents.

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