

# Training Package on Risk Assessment

For Professionals

Risk Assessment and Management in DV/IPV



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# Module 1: Human Rights

## Introduction

One of the main challenges of the intervention in IPV/DV is the language/meanings embodied in the lexicon of international legal documents and different international organizations involved in the process. In order to guarantee a more coherent approach among different professionals and promote an advocacy role, professionals need to build a common language/references framework starting from the basic rights – the Human Rights.

## Aim

The main aim of this module is to provide professionals with basic notions on Human Rights, international legal principles and international organizations that regulate this field.

## Learning objectives

On completion of this module learners will be able to:

- understand the concept of Human Rights and Women Human Rights;
- know the main International Organizations that regulate all issues related to Human Rights and, in particular, the field of Women's Rights and Children's Rights
- identify the binding instruments for each country

## Training method applied

The module is exclusively available on our virtual learning platform and consists of 3 e-learning units.

## Overview of e-learning units

Unit 1 – Basic Notions

Unit 2 – International Organizations

Unit 3 – Legal Framework

## Further reading

- The Universal Declaration of Human Rights  
<http://www.un.org/en/documents/udhr/index.shtml>
- United Nations Office of the High Commissioner of Human Rights  
<http://www.ohchr.org/en/issues/Pages/WhatareHumanRights.aspx>
- The Charter of Fundamental Rights of the European Union  
[http://www.europarl.europa.eu/charter/default\\_en.htm](http://www.europarl.europa.eu/charter/default_en.htm)
- European Union and Human Rights  
[http://europa.eu/pol/rights/index\\_en.htm](http://europa.eu/pol/rights/index_en.htm)
- Council of Europe and Human Rights  
[http://www.coe.int/t/dqi/default\\_en.asp](http://www.coe.int/t/dqi/default_en.asp)
- European Court of Human Rights  
[http://www.echr.coe.int/ECHR/homepage\\_en](http://www.echr.coe.int/ECHR/homepage_en)

## Unit 1: Basic Notions

### Rationale

The concept of Women Human Rights is historically recent and resulted from a progressive process that has a significant milestone with the Universal Declaration of Human Rights adopted by United Nations (UN) General Assembly in 1948 that aimed the promotion of peace and defence of Human Rights which are considered *universal, indivisible, inalienable and interdependent*.

The training unit presents the basic principles and references on human rights and, specifically, on women human rights with an overview of the most important historical landmarks.

This is an e-learning training unit and the work is to be carried individually.

### Learning outcomes

Trainees will have a clear notion what human rights are about and

- Have an understanding of the history of Human Rights.
- They will be able to adopt a Human Rights approach as daily basis tool of work.

### Description of learning material

- Quiz to test the trainees' initial knowledge on human rights.
- Slides highlighting the most important points.
- Links for further reading are added.

### Tips

- It is useful to have the Universal Declaration of Human Rights as supporting material.

### General information



TYPE OF WORK

Individuals



TIME

30 minutes



MATERIAL

pc

### Material

- 1.1.1. Quiz on Human Rights
- 1.1.2. Slides on Human Rights Basic Notions

## Unit 2: International Organizations

### Rationale

Human Rights have their main core in the United Nations with the Universal Declaration of Human Rights (1948) and the two International Covenants on civil and political rights and on cultural, social and economic rights (1977). Since that moment UN has kept the role of being the place of international agreements. Nevertheless other international bodies have an important role in strengthening and promoting human rights and, specifically, women human rights, namely the Council of Europe (CoE), the European Union (EU), in particular the European Commission (EC) and the European Parliament (EP) and other national institutions.

In order to work in the field of Human Rights, mainly in the field of Women and Children's Rights, professionals must have a clear understanding of the bodies and institutions that regulate these fields. This training unit will present an overview of the most important ones.

This is an e-learning training unit and the work is to be carried individually.

### Learning outcomes

- Trainees will gain knowledge about the International Organizations that regulate the field of Human Rights.
- Trainees will be able to understand the importance of these organizations, mainly in the field of Women's Rights and also Children's Rights.

### Description of learning material

- Slides presenting the International Organizations, main function of each one of it and specific fields.
- Links for further reading are added.

### General information



TYPE OF WORK

Individual



TIME

1h



MATERIAL

pc

### Material

- 1.2.1. Slides on International Organizations on Women Issues
- 1.2.2. Slides on International Organizations on Children Issues

## Unit 3: Legal Framework

### Rationale

Intimate Partner Violence is the most common form of violence against women and it constitutes a violation of fundamental human rights. International human rights law clearly prohibits all forms of violence against women, including IPV, and requires States to take affirmative actions to prevent, stop and punish them. It is important for professionals that work with survivors of violence to know the legal tools that apply to the issue and to be able to inform survivors about their rights.

The training unit gives legal definitions and presents the impacts that IPV has on society. Then, it gives an overview of the international documents that promote gender equality and contain clauses on violence against women and of those that contain specific references to IPV. Special focus is given to European law, tools, programmes and case law. Also, the training unit deals with the issue of children as indirect victims of violence. It gives an overview of the international and European legal framework, also in relation to custody rights, and provides some advice on how to improve protection strategies.

This is an e-learning training unit and the work is to be carried individually. However, professionals are encouraged to share their experiences and concerns, as well as national innovative legislation, in the community platform.

### Learning outcomes

- Trainees will be familiar with international and European legislation, tools and programmes on violence against women and IPV/DV.
- They will be able to inform survivors of violence about their rights and understand the rights of children as indirect survivors of violence and be able to improve protection strategies.

### Description of learning material

- Introductory part with legal definitions.
- International legal references.
- Children as indirect survivors of violence: legal references and protection strategies.
- Video: Why Council of Europe Istanbul Convention is so important?
- Quiz: How well do you know the Istanbul Convention?
- Slides highlighting the most important points for each part.
- Links for further reading are added.

## Tips

- When dealing with children’s rights it is important to start with a basic understanding of the general international legal framework since girls under 18 are included in the definition of “women”.<sup>1</sup>

## General information



### TYPE OF WORK

Individual



### TIME

2h 30m



### MATERIAL

pc

## Materials

- *1.3.1. Introduction and Definitions*
- *1.3.2. Slides on Introduction highlights*
- *1.3.3. International Principles*
- *1.3.4. Slides on International Principles*
- *1.3.5 Video Why the Istanbul Convention is so important?*
- *1.3.6 Quiz How well do you know the Istanbul Convention?*
- *1.3.7. Children as Indirect Victims of Violence*
- *1.3.8. Slides on Children as Indirect Victims of Violence*

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<sup>1</sup> Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention), 2011, Art. 3.

## Module 2: General Introduction to Intimate Partner Violence

### Introduction

The most common form of violence experienced by women globally is physical violence inflicted by an intimate partner, with women beaten, coerced into sex or otherwise abused. (United Nations Statistics Division: The World's Women 2010: Trends and Statistics, p. 131)

Intimate partner violence includes acts of physical aggression, psychological abuse, forced intercourse and other forms of sexual coercion, and various controlling behaviours such as isolating a person from family and friends or restricting access to information and assistance.

Although women can be violent in relationships with men, and violence is also found in same-sex partnerships, this course will look at all forms of violence that is perpetrated by a male partner in a heterosexual couple with or without children.

This module intends to provide a general introduction on intimate partner violence to all professionals who are already or are planning to work with survivors of violence.

### Aim

This module aims to develop knowledge and understanding of definitions, forms, dynamics, prevalence and impact of domestic violence.

### Learning objectives

On completion of this module learners will be able to

- define intimate partner violence;
- identify and describe the various forms of abuse and their signs;
- recognise and counter stereotypes and myth connected to domestic violence;
- describe the dynamics of domestic violence;
- illustrate the impact of domestic violence on the victims and society;
- reflect upon personal reactions to issues raised in this module.

### Training method applied

The module is exclusively available on our virtual learning platform and consists of eight e-learning units. The overall duration is approx. 7,5 hours.

### Overview of e-learning units

Unit 1 – Definitions

Unit 2 – Stereotypes in the field of violence

Unit 3 – Cultural Awareness

Unit 4 – Types of IPV/domestic violence

Unit 5 – Signs of IPV / domestic violence

Unit 6 – Dynamics of IPV / domestic violence

Unit 7 – Impact of IPV / domestic violence  
Unit 8 – IPV and children

### Further reading

- United Nations, Declaration on the Elimination of VAW:  
<http://www.un.org/documents/ga/res/48/a48r104.htm>
- Council of Europe: <http://www.coe.int/t/DGHL/StandardSetting/Violence>
- WAVE (Women Against Violence Europe) Network: <http://www.wave-network.org>
- United Nations Entity for Gender Equality and the Empowerment of Women:  
<http://www.unwomen.org/focus-areas/?show=Violence%20against%20Women>
- Children of Battered Women, Peter Jaffe, David Wolfe and Susan Kaye Wilson, ISBN: 0803933843
- Domestic Violence for Beginners, Alisa Del Tufo, ISBN: 0863161731
- [http://www.bbc.co.uk/relationships/domestic\\_violence/whathh\\_index.shtml](http://www.bbc.co.uk/relationships/domestic_violence/whathh_index.shtml)
- [http://www.helpguide.org/mental/domestic\\_violence\\_abuse\\_types\\_signs\\_causes\\_effects.htm](http://www.helpguide.org/mental/domestic_violence_abuse_types_signs_causes_effects.htm)
- <http://www.mvwcs.com/cycledomesticviolence.html>

## Unit 2.1: Definitions

### Rationale

Domestic violence includes mainly two types of violence: intimate-partner violence between current or former spouses or partners and inter-generational violence which typically occurs between parents and children. Principally, it is a gender neutral definition that encompasses victims and perpetrators of both sexes.

In the context of this course domestic violence will be understood as „violence from men against their (ex-) partners“. We are well aware that this definition only covers a small amount of the violence perpetrated in society.

Intimate partner violence (IPV) is a pattern of abusive and threatening behaviours that may include physical, emotional, economic and sexual violence as well as intimidation, isolation and coercion. IPV is intentional behaviour; its purpose is to establish and exert power and control over another the partner.

This e-learning unit offers various definitions of domestic violence and intimate partner violence of internationally recognised bodies and intends to create understanding of what constitutes a violent partnership.

### Learning outcomes

- Trainees will be able to define domestic violence.

### Description of learning material

- A number of definitions that are officially given by international bodies such as the United Nations are presented in an abridged version in a pdf-file and can be downloaded from the e-learning platform. The file contains also weblinks for further reading.

### Tips

- The material gives general information on how violence against women and domestic violence are officially defined. Studies show that a high percentage of domestic violence is directed by men against women.

## General information



TYPE OF WORK

individual



TIME

30 minutes



MATERIAL

pc

## Materials:

- *2.1.1. Definitions IPV / DV*

## Unit 2.2: Stereotypes and common myths in the field of IPV/DV

### Rationale

Stereotypes (derived from the Greek (stereos = solid, typos = mark) are standardised and simplified conceptions that people make about the characteristics of all members of a group based on some prior assumptions.

Many stereotypes and myths surround domestic violence.

“It’s alcohol that causes men to be violent.”

Many men who drink are not violent to their partners and many men who are violent do not drink. Alcohol may be a factor in triggering violent incidents in the home but it is not the cause. Drunkenness is never an excuse for violence. Drunk drivers are not seen as unable to help their behaviour, and their drunkenness is not seen as an excuse for the damage they cause.

In this unit most common stereotypes and myths are highlighted and facts are given to do away with them.

### Learning outcomes

- Trainees will be aware of common stereotypes and myths linked to intimate partner violence and reflect on own perceptions.
- Trainees will understand the functions of stereotypes.

### Description of learning material

- A self-reflection questionnaire on stereotypes and myths inviting learners to reflect whether given statements are true or false.
- Conclusive background information on each of the quoted stereotypes and myths.
- Commented cartoon illustrating the functions of stereotypes.
- Further reading regarding the function of stereotypes.

### Tips

- During face-to-face sessions trainers should avoid stereotypes themselves when giving examples for specific situations in daily life of a couple (“man at work”, “woman at home with the children”)....

## General information



TYPE OF WORK

Individual



TIME

1h



MATERIAL

pc

## Materials:

- *2.2.1. Quiz stereotypes*
- *2.2.2. Support material*
- *2.2.3. Cartoon*
- *2.2.4. Function stereotypes*

## Unit 2.3: Cultural Awareness

### Rationale

IPV affects women of all cultures, religions and ethnic backgrounds. For this reason, professionals that work with victims of domestic violence should be aware of different perceptions to the issue in order to conduct a respectful and effective interview and a proper risk assessment and management.

IPV is a violation of human rights therefore “those practices that constitute definite forms of violence against women cannot be overlooked nor justified on the grounds of tradition, culture or social conformity”<sup>2</sup>.

The training unit presents an overview of the international documents that reiterate this concept, with special reference to European instruments.

Moreover, taking into account the specific European situation and its recent trends, this e-learning unit deals with migrant and refugee women, considering the factors that could increase their vulnerability and focuses on the largest ethnic and religious minorities in the European Union: Roma women and Muslim women.

This is an e-learning training unit and the work is to be carried individually. However, professionals are encouraged to share their findings, concerns and experiences in the community platform.

### Learning outcomes

- Trainees will be able to understand and describe the various forms of abuses and their signs.
- Trainees will be aware and able to recognize different perceptions of IPV/DV.
- Conduct culturally respectful interviews.
- Develop risk assessments and risk management that are culturally appropriate and therefore more effective.
- Know the international legal instruments related to the issue.

### Description of learning material

- Introductory part followed by international legal references
- Session on migrant and refugee women
- In Focus: Roma women
- In Focus: Muslim women
- Slides highlighting the most important points for each part
- Links for further reading are added.

### Tips

- As mentioned in the rationale, it is important for professionals to share their experiences in order to cope with new situations and improve the way they deal with cultural diversity. Further information on networks and collaborations is available in module 5.

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<sup>2</sup> Report of the Special Rapporteur on violence against women, its causes and consequences, Ms. Radhika Coomaraswamy, submitted in accordance with Commission on Human Rights resolution 1995/85, par. 101.

## General information



TYPE OF WORK

Individual



TIME

1h 30 min



MATERIAL

pc

## Learning Materials:

- 2.3.1. *Cultural Awareness*
- 2.3.2. *Migrant and Refugee Women and IPV/DV*
- 2.3.3. *In Focus: Roma Women*
- 2.3.4. *In Focus: Muslim Women*
- 2.3.5. *Cultural Awareness (PPT)*

## Unit 2.4: Types of IPV/DV

### Rationale

Not all domestic violence is the same. Domestic violence has many forms, including physical violence, sexual abuse, emotional abuse, intimidation, economic deprivation, and threats of violence including destructive acts on victim's property.

This e-learning unit focuses on the different types of violence against women and children. It intends that participants identify different forms of violence. At the same time, the module is the basis to understand the dynamics of domestic violence.

### Learning outcomes

- Trainees will be able to identify different types of violence.

### Description of learning material

- Slides explaining different forms of violence for self-directed learning.
- A case study showing different forms of violence in an intimate partnership.

### Tips

- Even though the slides do not present any act of violence, it might have a strong impact on learners who have suffered domestic violence themselves. If need be, support shall be given by trainers or tutors.

### General information



TYPE OF WORK

Individual



TIME

1h



MATERIAL

pc

### Materials:

- 2.4.1. *Types of IPV/DV*
- 2.4.2 *Case study*

## Unit 2.5: Signs of IPV/DV

### Rationale

There is no way to tell for sure if someone is experiencing domestic violence. Those who are abused, and those who abuse, come in all personality types. Victims are not homogenous and neither are offenders. Victims of violence are not always passive with low self-esteem, and perpetrators are not always violent or hateful to their partner in front of others. Most people experiencing relationship violence do not tell others what goes on at home. So how do you tell?

This e-learning unit intends to give information on the possible signs of violence, which might help identify whether a woman is suffering from domestic violence. It also raises awareness for the fact that some of the signs are not so obvious or not at all visible.

### Learning outcomes

- Trainees will be aware of the fact that signs of domestic violence/abuse are not always obvious. They will be able to identify possible signs of domestic violence. And language victims use does not always make it obvious attentive vs controlling

### Description of learning material

- Slides dealing with different signs of domestic violence for self-directed learning.

### General information



TYPE OF WORK

Individual



TIME

1h



MATERIAL

pc

### Materials:

- *2.5.1. Signs of IPV/DV*

## Unit 2.6: Dynamics of IPV/DV

### Rationale

Although each abuse case has its own specificity, each one follows a certain plan that is known in psychological thinking as the cycle of a violent act.

Domestic violence is intentional behaviour. The purpose of domestic violence is to establish and exert power and control over the partner. Perpetrators use a wide range of coercive and abusive behaviours against their victims. Some of the abusive behaviours result in physical injuries that harm the victim both physically and emotionally or involve emotionally abusive behaviours that are psychologically damaging to the victim.

In this e-learning unit the participants are familiarised with the idea of how the violence occurs in different phases of daily life (cycle of violence). Moreover, focus is put on the fact that domestic violence is a pattern of abusive behaviours (wheel of power and control) that may include physical, sexual, psychological and economic violence.

Remember many offenders say that they did it because they CAN or COULD – the basic principles of behaviour – operant conditioning and positive and negative reinforcement. It gets them what they want so they keep on behaving in that way

### Learning outcomes

- Trainees will familiarise with the dynamics of violence and will gain awareness of the fact that in most of the cases an aggressor does not commit the abuse just once but repeats it.
- Trainees will learn about diverse forms of abusive behaviours used to gain and exert power and control by means of the wheel of power and control by Duluth.

### Description of learning material

- Graph illustrating the cycle of violence with its phases of tension building, abusive act, and reconciliation phase.
- Introductory information to the wheel of power and control, also known as Duluth model.
- Graph showing the so called wheel of power and control which illustrates the pattern of actions used by the perpetrator to intentionally control or intimidate his partner. (We only focus on women's experience here).
- Questions for reflection and exchange in the forum provided in the e-learning platform.

## Tips

- The dynamics of violence are further highlighted in module 4 dealing with approaches to changing perpetrators' behaviour. Especially in unit 3 of module 4 learners find:
  - Matching game where patterns of power and control strategies used by perpetrators shall be matched with patterns of egalitarian non-violent relationships
  - Text dealing with reasons for violent behaviour.

## General information



TYPE OF WORK

Individual



TIME

1h



MATERIAL

pc

## Materials:

- *2.6.1 Cycle of violence*
- *2.6.2 Introduction Wheel Duluth*
- *2.6.3 Wheel Duluth*
- *2.6.4 Questions for reflection*

## Unit 2.7: Impact of IPV/DV

### Rationale

IPV/DV has consequences for both the wider society and the individual victim. Apart from health consequences which can result from the violent acts or from long-term effects of violence, the social and economic costs of violence are enormous and have ripple effects throughout society: Women may suffer isolation, inability to work, loss of wages, lack of participation in regular activities, and limited ability to care for themselves and their children.

This unit intends to show the impact of domestic violence on the victims as well as on society.

### Learning outcomes

- Trainees will be able to give examples of the consequences and effects caused by an abusive relationship on the victims as well as on society

### Description of learning material

- Multimedia material highlighting the impact of IPV/DV on women, children and society.
- A case study extracted from a woman survivor's diary illustrating the impact of violence on the victims of an abusive relationship.

### Tips

- This unit can be complementary to module 3 dealing with the role of professionals.

### General information



TYPE OF WORK

Individual



TIME

1h



MATERIAL

pc

### Materials:

- 2.7.1. *Impact on women*
- 2.7.2. *Impact on children*
- 2.7.3. *Impact on society*
- 2.7.4 *Case study*

## Unit 2.8: IPV/DV and Children

### Rationale

It is recognised that IPV/DV has an impact on women and children, at short term and long term levels.

As previously observed, the violence can have several effects, according to their age/developmental stage, such for example: less protected and vulnerable, panic, anxiety, passivity, depression, sadness, loss of school profit.

There are several tactics used by perpetrators and associated to child maltreatment and abuse, identified in the 'Abuse of Children Wheel'. There were also identified some good practices to nurture and take care of children.

This unit intends to show how violence can affect children and how children can be nurtured.

### Learning outcomes

- Trainees will be able to understand how the dynamics of violence can involve and affect children.
- Trainees will be able to identify several forms of abusive behaviours to gain and exert power and control through the wheel of how violence affects children.
- Trainees will learn strategies on how to nurture children, promoting a life without violence.

### Description of learning material

- Introductory information to the wheels: How violence affects children and nurturing children developed by Duluth model.
- The wheels: How violence affects children and nurturing children

### Tips

#### General information



TYPE OF WORK

individual



TIME

30 minutes



MATERIAL

pc

#### Materials:

- *2.8.1. Introductory text*
- *2.8.2. Abuse of Children wheel*
- *2.8.3. Nurturing children wheel*

## Module 3: Risk Identification, Assessment and Management

### Introduction

Risk in the context of public protection tends to be associated with something adverse or dangerous occurring and in the context of abuse it is associated with serious harm. In Intimate Partner Violence (IPV), there are several types of risk to consider, for example risk of homicide, risk of serious harm and risk of repeat victimisation. Risk is also dynamic and can change over time. It can be influenced by several factors for example: alcohol, access to firearms, pregnancy, among others).

It's important for professionals to consider the risk that women and children face in domestic abuse situations. Asking questions about the situation and risk factors present will enable practitioners to understand the victim's situation, as well as their needs. Risk assessment informs the risk management or safety plan.

Risk management includes the development of an adequate bespoke safety plan. As well as managing the risk there other issues to take into account including : respecting the woman's own decisions without forcing them to do what the professional considers the best option or solution, consideration of sharing information with other agencies vs confidentiality, the a multi-agency approach, and monitoring risk and the risk management plan.

Risk identification, assessment and management is crucial to early intervention and prevention. A holistic and comprehensive approach to risk assessment and management will keep people safer and will save lives. However, risk of harm can only be reduced in terms of likelihood of occurrence and/or severity of impact. It cannot always be completely removed. Decisions regarding risk identification, assessment and management do not always prevent harm and will never be infallible but they should always be justifiable, defensible and auditable.

### Aim

The main aim of the module is to highlight the importance of effective and comprehensive risk assessment and management processes with a focus on prevention

### Learning objectives

On completion of this module learners will be able to

- Recognize the importance of risk assessment and management process.
- Understand the essential objectives of risk assessment and management.
- Identify and understand the main principles of intervention.
- Identify the main risk factors and protective factors.
- Know some international instruments on risk assessment.
- Understand the procedures of the multi-institutional cooperation.
- Identify the needs and characteristics of intervention in high-risk and crisis situations.
- Know the legal issues that are placed in the context of risk management.
- Develop bespoke safety plans in a variety of situations.

- Recognize the specific intervention with children and young and with survivors of different cultures.

### **Training method applied**

The module is exclusively available on our virtual learning platform and consists of eight e-learning units and 2 f2f units.

### **Overview of e-learning units**

- Unit 1 – Risk and IPV
- Unit 2 – Risk Indicators
- Unit 3 – Risk Assessment Instruments
- Unit 4 – Risk Assessment Procedures
- Unit 5 – Risk management: concepts and principles
- Unit 6 – Multi-institutional cooperation and information sharing
- Unit 7 – High-risk and crisis situations
- Unit 8 – Legal issues

### **Overview of f2f learning units**

- Unit 9 – Risk Assessment Process
- Unit 10 – Safety Plans

### **Further reading**

- <http://www.un.org/documents/ga/res/48/a48r104.htm>
- <http://www.wave-network.org/start.asp?b=202>
- [http://www.wave-network.org/images/doku/wave\\_protect\\_english\\_0309.pdf](http://www.wave-network.org/images/doku/wave_protect_english_0309.pdf)
- <http://www.tafe.swinburne.edu.au/CRAF/resources/CRAF%20manual%202012.PDF>
- <http://www.tafe.swinburne.edu.au/CRAF/resources/CRAF%20manual%20review%20information.PDF>

## Unit 3.1: Risk and IPV

### Rationale

Risk in the context of public protection tends to be considered as something adverse or dangerous occurring, a serious harm. In domestic violence situations, it is possible to consider several types of risks, including risk of homicide, suicide, serious harm and repeat victimisation for example. Risk is dynamic. It changes over time, is not a static concept and is influenced by several factors (such for example: access to firearms, use or abuse of substances, among others) and escalating of violence. Thus, the identification of risk is crucial to inform intervention and prevention. Ultimately effective risk assessment and management will keep people safer and will save lives.

According to Roehl and Guertin (2000, p. 171) risk assessment refers to “... *the formal application of instruments to assess the likelihood that intimate partner violence will be repeated and escalated.*”

When considering the risk, there are some steps to consider:

- Identification
- Assessment
- Management
- Continuous monitoring

### Learning outcomes

- Trainees will be aware of the importance of risk assessment and management;
- Trainees will be able to understand the dynamic nature of risk;
- Trainees will understand effective risk assessment and management is focused on prevention and saving lives

### Description of learning material

- Slides presenting the dynamic nature of risk associated with Intimate Partner Violence.
- Questionnaire about myths related to risk assessment whereby students are asked to assess whether the statement is or false.

## Tips

### General information



#### TYPE OF WORK

Individual



#### TIME

45 minutes



#### MATERIAL

pc

### Materials:

3.1.1. *Slides about risk and IPV*

3.1.2. *Quiz about myths on risk assessment*

## Unit 3.2: Risk Indicators

### Rationale

Early identification is vital in cases of domestic abuse. Once disclosure has taken place the next step is identifying the risk factors that may be present. The gathering of information will allow professionals to identify and understand the risk factors and risk of harm presented. It's important to understand who is at risk and what and who they are at risk from. This is a dynamic and ongoing process and should be subject to continuous review. As events change, the risk assessment must be re-visited.

Thus, the indicator provides to professionals information and describes the unique context of each situation based on several parameters, resulting in the antecedents and history of abuse. In domestic violence, identifying the risk factors will inform the risk assessment regarding risk of serious harm and homicide as well as inform the management plan.

Risk factors: Factors that may increase violence, but not legitimate the violence

Protective factors: Factors that may be applied to decrease the risk of violence

### Learning outcomes

- Trainees will be able to identify the risk indicators for IPV;
- Trainees will be able to identify potential protective factors;

### Description of learning material

- Slides introducing a number of risk and protective factors on IPV situations.
- Exercise to identify risk factors on IPV.

### Tips

- Care with protective factors. Every case is unique and should be treated as such. Moreover the violence is a choice – abusers choose to use it.

### General information



TYPE OF WORK

Individual



TIME

45 minutes



MATERIAL

pc

### Materials:

3.2.1. Slides about risk and protective factors

3.2.2. Cross Words

## Unit 3.3: Risk Assessment Instruments

### Rationale

There are several approaches to the implementation of risk assessment, which also evolved over time:

- Clinical Approach: is based on a subjective evaluation;
- Actuarial approach: the level of risk is based on the classification of the instrument compared with the total score (sum of the ticks);
- Structured Professional Judgment: combination of the classification with professional evaluation.

All over the world, several risk assessment frameworks were established to be delivered by services intervening in domestic violence situations, with a special focus on effective justice response for the perpetrator. Many instruments have been also developed to assess the risk, not only of future re-assault but also risk of femicide or suicide.

In addition, considering that women are the experts on their own situation (perpetrator and relationship dynamics), they are a good assessor of their own risk. Many victims' minimisation and abuse can be normalised if it happens all the time. They may be better at assessing risk of serious harm to themselves, but they tend to underestimate risk to their children.

Nevertheless, women's perception of risk combined with professional judgement results in a more effective way to prevent risk and likelihood of re-assault/femicide. This perception is a significant predictor of risk, which allows to keep people safer and save lives, specially if they fear that they are going to be harmed or killed.

### Learning outcomes

- Trainees will be able to identify the best approach in risk assessment process;
- Trainees will try a risk assessment instrument;
- Trainees will understand how risk factors can occur and compound.

### Description of learning material

- Text introducing the existent approaches to risk assessment.
- Table presenting several risk assessment instruments applied all over the world
- Links to several instruments and some bibliography and studies related to the application of the instruments

### Tips

- Although there are several approaches to risk assessment, it is advisable that professionals apply the professional judgement approach. A good evidence based checklist will help structure and inform decisions that are already being made focusing on relevant risk factors and high risk factors.

- This is NOT a tick box approach denoting whether a risk factor is present or not. Rather it requires practitioners to carefully consider the situation and everything that is happening and give meaning to the context. It is crucial to understand the context and behaviour and place it in context.
- The risk checklist should be completed with the victim, and in the end give feedback to the woman about the results of the risk assessment. This process needs to be carefully managed.

### General information



TYPE OF WORK

Individual



TIME

1h



MATERIAL

pc

### Materials:

- *3.3.1. Text about risk assessment approaches*
- *3.3.2. Links to several risk assessment instruments;*

## Unit 3.4: Risk Assessment Procedures

### Rationale

To apply risk assessment and management effectively, professionals and agencies involved in IPV agencies should follow some procedures and consider some elements.

The procedures and intervention should adopt an approach centred on women and children victims/survivors, considering their risk level and their needs. You need to also consider the following:

- information gathered;
- decision taking of women;
- information-sharing procedures vs. confidentiality;
- referrals;
- as well as the communication with women and children (for this last see Module # - Unit #)

### Learning outcomes

- Trainees can define relevant elements for the risk assessment process;
- Trainees will be able to understand risk assessment procedures and its impact on women and children.

### Description of learning material

- Slides describing the key elements and the process for an effective risk assessment, including the organizational procedures and basic premises.
- Links for further reading are added.

### General information



TYPE OF WORK

Individual



TIME

1h



MATERIAL

pc

### Materials:

- *3.4.1. Slides about risk assessment process*

## Unit 3.5: Risk management: concepts and principles

### Rationale

This training unit presents an overview of the risk management process. Risk Management in IPV area is a systematic approach that has as its primary goal the development of an integrated intervention strategy appropriate to the risk identified. This process to be effective involves a set of principles of intervention that is important to understand.

### Learning outcomes

- Trainees can describe the key objectives of risk management.
- Trainees can define the essential principles of intervention.

### Description of learning material

- An overview of the risk management process.
- The concepts and the principles of intervention.
- Texts on theoretical background on risk management.

### Tips

- It is important for professionals to dedicate themselves to the reading and theoretical study of the topic for a greater understanding and better foundation of practical experience.

### Links:

- [http://www.dhs.vic.gov.au/\\_\\_data/assets/pdf\\_file/0006/581757/risk-assessment-risk-management-framework-2007.pdf](http://www.dhs.vic.gov.au/__data/assets/pdf_file/0006/581757/risk-assessment-risk-management-framework-2007.pdf)
- <http://www.dcp.wa.gov.au/CrisisAndEmergency/FDV/Documents/CRARMF.pdf>
- <http://www.crvawc.ca/documents/Threat%20Assessment%20and%20Risk%20Management%20report.pdf>

## General information



TYPE OF WORK

Individual



TIME

3 h



MATERIAL

Pc with internet connection

### Materials:

- *3.5.1. Slides: Risk management: concepts and principles*

## Unit 3.6: Multi-agency cooperation and information sharing

### Rationale

This training unit focuses on the procedures of an effective multi-agency partnership. The prioritization of the risk demands a coordinated and strategic response from the community resources namely social services, criminal justice agencies, NGOs and other agencies, in order to guarantee the prevention, monitoring and control of further potential harmful occurrences, especially in high risk situations. Effective and co-ordinated partnership working is crucial to risk management and keeping victims safe and one of the key intervention concerns the sharing of information that is intrinsically linked to survivors and confidentiality is one of their basic rights.

In high risk cases information sharing must occur to keep victims safe. All murder reviews show that professionals did not share info when they should have. It is only when we share and work in effective partnerships that we can formulate a true picture of risk and develop a comprehensive and holistic risk management plan (Richards et al, 2008).

### Learning outcomes

- Trainees will be able to describe the importance of a multi-agency approach in the risk assessment and management.
- Trainees can identify the multi-agency partners for a co-ordinated approach in the area of IPV.
- Trainees will be able to describe the information sharing principles and understand defensible decision making, in the intervention with survivors and with multi-agency cooperation.
- Trainees will understand the procedures and the characteristics of referrals in a multi-agency collaborative approach.
- Trainees will recognize the specific intervention with survivors of different cultures.

### Description of learning material

- The essential steps for a multi-agency collaborative approach.
- The core principles of intervention.
- The information sharing principles.
- Texts about practices in other countries with wide experience of working in the IPV area.
- Worksheets on the multi-agency collaboration.

### Tips

- It is important for professionals to share their ideas, questions and experiences in the community platform.

### Links:

- <http://www.homeoffice.gov.uk/publications/crime/DHR-guidance?view=Binary>

- <http://www.crvawc.ca/documents/Threat%20Assessment%20and%20Risk%20Management%20report.pdf>
- [http://www.dhs.vic.gov.au/\\_\\_data/assets/pdf\\_file/0006/581757/risk-assessment-risk-management-framework-2007.pdf](http://www.dhs.vic.gov.au/__data/assets/pdf_file/0006/581757/risk-assessment-risk-management-framework-2007.pdf)

## General information



### TYPE OF WORK

Individual



### TIME

4h



### MATERIAL

Pc with internet connection

## Materials:

- 3.6.1. Slides: Multi-agency cooperation and information sharing.
- 3.6.2. Practical exercise: analysis of a referral report.
- 3.6.3. Worksheet on the multi-agency collaboration

## Unit 3.7: High-risk and crisis situations

### Rationale

This training unit focuses on the high-risk situations in which the survivors/victims need immediate support. All victims need support. High risk victims need immediate action and wrap around services. In this case is essential that survivors are supported about information and advice on their legal rights on specialized services (contact details and possible referral), information about emergency numbers/helplines, the contact number and address of the nearest police station and immediate support for designing a safety plan.

IPV can provoke crisis circumstances, which may interfere with risk assessment and management and the crisis risk management process may include immediate intervention, especially in high-risk situations.

We emphasise that in this area it is important to work in a multi-agency cooperation approach and to share the relevant information.

### Learning outcomes

- Trainees can define the needs and characteristics of intervention in high-risk situations.
- Trainees will know the procedures and precautions to take for refer to a shelter/refuge.
- Trainees will be able to identify the signs of a crisis situation.
- Trainees will know the procedures and precautions to take in a crisis situation.

### Description of learning material

- The needs and characteristics of intervention in high-risk situations.
- The procedures and precautions to take for referral to shelter house.
- Reading texts.

### Tips

- It is important for professionals to share their ideas, questions and experiences in the community platform.

## General information



### TYPE OF WORK

Individual



### TIME

4h



### MATERIAL

PC with internet connection

## Materials:

- 3.7.1. Slides: *High-risk situations*
- 3.7.2. *Case study*

## Unit 3.8: Legal issues

### Rationale

This training unit presents the legal issues that are placed in the context of risk management.

Considering that IPV is a crime, it is recognized that victims/survivors are entitled to protective measures by the Criminal Justice agencies including a proactive response where the perpetrator is arrested, charged and put before a court. The criminal process sends a very clear message that abuse and violence is unacceptable and will not be tolerated, and perpetrators will be held responsible and accountable for their actions.

### Learning outcomes

- Trainees will be able to define the protective measures that can be promoted to minimize the risk.
- Trainees will be aware of the importance of the police's role.
- Trainees will understand the risk and constraints of the criminal justice system (de jure versus de facto).
- They will be able to identify the needs of survivors in this area.

### Description of learning material

- The protective measures.
- The police role.
- Reading texts

### Tips

- It is important for professionals to share their ideas, questions and experiences in the community platform.

### Links

- [http://www.coe.int/t/dghl/standardsetting/convention-violence/convention\\_en.asp](http://www.coe.int/t/dghl/standardsetting/convention-violence/convention_en.asp)
- [http://www.coe.int/t/dghl/standardsetting/violence/EG\(2009\)%203\\_Legislation\\_F.pdf](http://www.coe.int/t/dghl/standardsetting/violence/EG(2009)%203_Legislation_F.pdf)
- [http://www.coe.int/t/dghl/standardsetting/violence/EG\(2009\)%203\\_vol1\\_Legislation\\_E.pdf](http://www.coe.int/t/dghl/standardsetting/violence/EG(2009)%203_vol1_Legislation_E.pdf)
- [http://www.coe.int/t/dghl/standardsetting/violence/EG%282009%293\\_vol2\\_Legislation\\_E.pdf](http://www.coe.int/t/dghl/standardsetting/violence/EG%282009%293_vol2_Legislation_E.pdf)
- [http://www.coe.int/t/dghl/standardsetting/convention-violence/texts/Convention\\_en.pdf](http://www.coe.int/t/dghl/standardsetting/convention-violence/texts/Convention_en.pdf)
- <https://wcd.coe.int/ViewDoc.jsp?id=280915&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383>
- <http://www.un.org/womenwatch/daw/cedaw/cedaw.htm>
- <http://www.un.org/womenwatch/daw/cedaw/protocol/text.htm>
- <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N07/495/43/PDF/N0749543.pdf?OpenElement>

## General information



TYPE OF WORK

Individual



TIME

2h



MATERIAL

Pc with internet connection

## Materials:

- 3.8.1. Slides: Legal issues
- 3.8.2. Case study

## Unit 3.9: Risk Assessment Process (f2f session)

### Rationale

Risk assessment is the process of assessing, analysing and evaluating the type of risk, its extent, nature and impact, helping women to understand the risk level: Standard, Medium, High (and serious harm/risk of homicide).

The risk assessment is a dynamic process and according to the situation and context the risk level increase or decrease. When is properly applied, risk assessment is the basis for the risk management.

Moreover, risk assessment does not predict the risk accurately, but it supports the prevention of further victimisation and risk management, it refers to the likelihood of further occurrence and/or severity of the impact. It can inform about who should be at risk.

### Learning outcomes

- Trainees will be able to apply the complete risk assessment process by;
  - identifying the risk factors;
  - understanding their own agency role;
  - applying risk assessment procedures.

### Description of learning material

- Exercise where participants would assume the role of professionals and be confronted with a situation of violence where they will need to proceed to risk assessment.
- Risk assessment instruments will be essential to perform the role play.
- Slides with some remarks and considerations that participants should have considered during the role play. The slides intend to conclude the exercise.

## General information



### TYPE OF WORK

Group work



### TIME

2,5 h



### MATERIAL

PC

### Materials:

- 3.9.1. *Role Play*
- 3.9.2. *Considerations*

## Unit 3.10: Safety Plans (f2f session)

### Rationale

This training unit focuses on safety strategies for women and children survivors/victims. The safety plan is a set of measures and strategies that aims to increase women and children's safety and must be designed with the victims/ survivors and bespoke to each individual situation. Safety involves more than assessing the potential future of risk. It implies the protection of human dignity, freedom and the right to live a life without violence. The risk management process should consider the existence of children and design a safety plan

### Learning outcomes

- Trainees will be aware of the necessity to consider individual needs of survivors in the design of safety plans.
- Trainees will understand the two major types of safety plans: individual with the victim/survivor and multi-agency.
- They will be able to design safety plans in a variety of situations: crisis situation, maintenance of a violent relationship and to leave a violent relationship.
- They will be able to recognize the specific intervention with children and young people.

### Description of learning material

- The individual needs of survivors in the design of safety plans.
- The types of safety plans and the strategies in a variety of situations.
- Reading texts

### Tips

- At the beginning of the session, it is important the trainer to make a point about situation of the practical exercises made online, especially the 3.6.2., 3.7.2. and 3.8.2.
- It is important for professionals to share their ideas, questions and experiences in the community platform.

## General information



### TYPE OF WORK

Individual and in group



### TIME

3h (face to face)



### MATERIAL

Paper and pen

## Materials:

- 3.10.1. *Slides: Safety Plans*
- 3.10.2. *Text about good practice to work with women these strategies in a safety way*
- 3.10.3. *Practical exercise: developing a safety plan*

## Module 4: The Role of Professionals

### Introduction

Often cooperation and communication between professionals and/or different entities, involved in the support services for women, are not easy. As a result women are likely to tell their story several times in several different places, have to wait sometimes a long time for support and answers, while the risk for them and their children is likely to increase.

For years the support to victims of Intimate Partner Violence (IPV) was provided mostly by women organizations. Nowadays, also with the pressure of these organizations, both local and central governments have adopted laws, established policies, programmes and services where professionals are trained and tasked to provide support to victims of IPV in accordance with their mandate. Multi-agency approaches were established, i.e. several organizations working in the field of IPV coordinate their intervention by networking and exchanging information (incl. housing, social services and education as well as special units, police, probation, health services, shelters, community projects, the voluntary sector etc.) With so many professionals and organizations involved in this process it is important to understand who does what and by which order of intervention. Communication is thus a key issue for an efficient intervention.

Networking and cooperation in the field of IPV is also highlighted in module 5.

In this module participants reflect on the role of each one of the professionals (medical doctors and nurses, social workers, police officers, lawyers and other experts) directly involved in the support of women.

### Aim

The module aims to create understanding of the work and role of professionals that work with victims of IPV in order to optimize the risk assessment and the intervention and to avoid second victimization of the women and children by the system. Moreover, it intends to create awareness that professionals need to develop strategies to avoid risks for themselves.

### Learning objectives

On completion of this module learners will be able to

- Communicate in an appropriate way with the survivors by using different communication styles, active and reflective listening and questioning skills and find a common language with women.
- Describe the tasks and responsibilities for each profession involved in cases of IPV.
- Identify procedures in case of IPV.
- Understand that survivors have different attitudes and motivations for their decisions about engagement with legal procedures and the criminal justice system.
- Identify European standards on referrals and victims' protection.
- Describe the meaning of secondary victimisation and identify factors leading to secondary victimisation.
- Describe ways to avoid secondary victimisation.
- Define recovery of the women in the context of IPV.
- Define the factors that increase the risks for professionals and describe ways to minimize them.
- Describe strategies of empowering women.

- Reflect upon personal reactions to issues rated in this module.

### **Training method applied**

The module is exclusively available on our virtual learning platform and consists of six e-learning units: communication, tasks and responsibilities, procedures, referrals, secondary victimisation.

### **Overview of e-learning units**

- Unit 1 – Communication
- Unit 2 – Tasks and responsibilities
- Unit 3 – Procedures
- Unit 4 – Referrals
- Unit 5 – Secondary victimisation

## Unit 4.1: Communication

### Rationale

Women who have been suffering from Intimate Partner Violence (IPV) find it very difficult to raise the issue and the way they are approached by frontline professionals and through information material is fundamental in influencing women on whether to talk about abuse and start their recovery process. Therefore, it is important that frontline professionals take a proactive approach and are trained on how to communicate with victims of IPV, their children and also their perpetrators in order to undertake early and effective risk assessments. Also, good communication skills can, especially when dealing with perpetrators, increase both women and professionals' safety.

The training unit contains an introduction on verbal and non-verbal communication, detailed guidelines and concrete examples on how to communicate with victims of IPV and their children and on how to produce communication material on IPV. Finally, the unit tackles the risks for professionals, especially when dealing with perpetrators.

This is an e-learning training unit and the work is to be carried individually. However, professionals are encouraged to share their experiences and communication material in the community platform.

### Learning outcomes

- Trainees will be able to apply active and reflective listening and questioning skills.
- Trainees will be aware of the importance of their body language as well as the person they are interviewing
- Trainees will be able to conduct sensitive interviews and effective risk assessments.
- They will have a better understanding on how to produce effective communication material.
- They will be aware of the risks for professionals.

### Description of learning material

- Slides introducing communication and questioning skills.
- Communicating with survivors of IPV.
- Communication material on IPV.
- Exercise: Design a poster.
- Slides explaining the risks for professionals and how to communicate with perpetrators.
- Links for further readings are added.

## Tips

- The exercise “Design a poster” should be undertaken in groups.

## General information



### TYPE OF WORK

Individual



### TIME

3h



### MATERIAL

pc

## Materials:

- 4.1.1. Slides “Communication”
- 4.1.2. Communicating with survivors of IPV
- 4.1.3. Communication material on IPV
- 4.1.4. Exercise Design a Poster
- 4.1.5. Slides Risk Assessment for Professionals

## Unit 4.2: Tasks and Responsibilities

### Rationale

Frontline professionals that work with women victims of Intimate Partner Violence (IPV), such as health workers, social workers, advocates and the police, have different tasks and responsibilities and it is important to know them in order to help a victim in a coherent and efficient way. Also, it is essential to establish networks and be ready to work in collaboration. The training unit starts with an exercise to make professionals think about what women victims want from them. It then presents the different tasks and responsibilities of each profession mentioned above and their role in women's recovery.

This is an e-learning training unit and the work is to be carried out individually.

### Learning outcomes

- Become familiar with the different tasks and responsibilities of each profession.
- Be able to describe what to do in case of IPV.
- Be able to inform and signpost women on the different services/options available.
- Understand the importance of networking and collaboration.

### Description of learning material

- Exercise: The role of frontline professionals, consider what survivors may want to achieve.
- Health workers:
  - The role of health professionals
  - In focus: Record keeping. Documenting IPV
  - The role of social workers
  - Quiz on the role of the police
  - Video on the role of advocates
  - Assignment on the role of advocates and court procedures
  - Slides explaining what recovery means and how professionals are involved
  - Links for further reading are added.

## Tips

- This unit can be linked to Unit 3. Procedures.

## General information



### TYPE OF WORK

Individual



### TIME

5h



### MATERIAL

pc

## Materials:

- 4.2.1. *The Role of Frontline Professionals*
- 4.2.2. *The role of health professionals*
- 4.2.3. *In Focus: Record Keeping*
- 4.2.3.a. *Body Charts*
- 4.2.4. *The role of social workers*
- 4.2.5. Quiz “Role of the police”
- 4.2.6. Video and Assignments “Role of Advocates” and Court procedures
- 4.2.7. Slide “Recovery”

## Unit 4.3: Procedures

### Rationale

Once signs and symptoms of Intimate Partner Violence (IPV) are identified, established procedures on what to do and who to refer to are highly suggested in order to provide a prompt intervention. They improve victims' access to services, assistance and information and accelerate the start of the recovery process.

The training unit contains a list of possible signs and symptoms of IPV and various examples of procedures and charts.

This is an e-learning training unit and the work is to be carried individually.

### Learning outcomes

- Trainees will become aware of the importance of establishing procedures and networks.
- Trainees will be able to define possible signs and symptoms of IPV.
- They will be able to identify possible procedures.

### Description of learning material

- Signs and symptoms of IPV.
- Two "Put in the right order" exercises on procedures to put in place in case of IPV in relation to victims and perpetrators.
- Example of a Local Services Contact Information chart.

### Tips

- This unit can be linked to Module 5 Community Networks.

### General information



TYPE OF WORK

Individual



TIME

15 minutes



MATERIAL

Flip chart or white board, markers

### Materials:

- 4.3.1. Possible signs and symptoms of IPV
- 4.3.2. What to do in case of IPV (survivor)
- 4.3.3. What to do in case of IPV (perpetrator)
- 4.3.4. Local Services Contact Information

## Unit 4.4: Referrals

### Rationale

Referrals, withdrawals and decisions on criminal prosecution are regulated by domestic laws. However, national authorities should take certain factors in consideration when deciding to pursue a prosecution and, most of all, are obliged to prevent and protect from human rights violations. It is important for professionals to respect the European and International standards on the matter, to become familiar with criminal and civil procedures and to understand victims' fears and expectations.

The training unit starts with an overview of domestic laws and European and International standards on the issue. It then contains different activities and exercises on civil protection, criminal proceedings, pros and cons of reporting and victim's expectations.

This is an e-learning training unit and the work is to be carried individually.

### Learning outcomes

- Trainees will be familiar with domestic legislation and European and International law on referrals.
- Trainees will be able to define the pros and cons of reporting a case of Intimate Partner Violence (IPV).
- They will be able to describe the procedure in case a woman decides to report IPV or in case she refuses to do it.
- They will be aware of the choices of the woman: why a survivor decides to report a case of IPV or not or why she withdraws a complaint.
- They will be able to describe how to proceed in case of IPV.

### Description of learning material

- Introductory part on domestic law and European and International law on referrals.
- Activity 1: Pros and Cons of reporting a case of IPV: an introductory video and a quiz on pros and cons of reporting a case of IPV.
- Activity 2: Criminal justice system and victim's expectations: video about a restraining order and a matching game to understand what a survivor of IPV can expect from the criminal justice system.

## Tips

- This unit shall help understand legal proceedings in case of IPV. It is helpful to refer to specific national legislations.

## General information



### TYPE OF WORK

Individual



### TIME

3,5h



### MATERIAL

pc

## Materials:

- 4.4.1. Referrals: Domestic law VS Human rights
- 4.4.2. Pros and Contras of Reporting a case of IPV
- 4.4.3. Criminal Justice System and Victim's Expectations

## Unit 4.5 Secondary Victimization

### Rationale

When professionals subjugate the needs and psychological boundaries of victims to agencies' needs, victims feel violated. The disregard of victims' needs by providers can so closely mimic victims' experiences at the hands of their assailants that secondary victimisation is sometimes called "the second rape" or "the second assault." It is important for frontline professionals that work with victims of Intimate Partner Violence (IPV) to be trained on secondary victimization in order to provide the necessary comfort and assistance to the victim and to comply with the European minimum standards on the issue.

The training unit contains an introduction to secondary victimisation, an overview of the European Union (EU) legal framework on the issue and a detailed presentation of the EU Directive on the minimum standards on the rights, support and protection of victims of crime.

This is an e-learning training unit and the work is to be carried out individually.

### Learning outcomes

- Trainees will be able to describe the concept of secondary victimisation.
- Trainees will be familiar with the EU legislation on secondary victimisation.

### Description of learning material

- Slides explaining the basic notions of secondary victimisation.
- Video showing a survivor's personal experience.
- Session on the EU legal framework.
- Slides presenting the most important articles of the EU Directive establishing the minimum standards on the rights, support and protection of victims of crime.
- Links for further readings are added.

### General information



TYPE OF WORK

Individual



TIME

2,5h



MATERIAL

pc

### Materials:

- 4.5.1. Slides "Basic Notions on Secondary Victimization"
- 4.5.2. Activity: A Survivor's personal experience
- 4.5.3. Prevention of Secondary Victimization: The European Framework
- 4.5.4. Slides "European Minimum Standards"

# Module 5: Community Networks

## Introduction

One central criterion which characterises a network is the nature of its relationships, which in turn depends on the resources that are exchanged as a matter of priority. Differentiation can also be made between

- Exchange network
- Support network
- Interest representation/advocacy network
- Result-oriented network
- Process-oriented networks

Networks assume different organisational forms that are functional according to their context. Different forms of networking, ranging from loose associations to club-type associations thus emerge. (...) For instance, factors like the frequency of meeting, the degree of formalisation, decision structures (joint sessions, moderation etc.), the numbers and heterogeneity of members involved, openness or exclusiveness of access, geographical range (e.g. working at communal or international level), which can be presented differently depending on the network and context all serve as elements for classification.” (The Art of Networking, p.15)

In the field of intimate partner violence, experiences have shown that networking among relevant institutions from the field is an appropriate way to improve the situation of women/children and to make work more efficient. Exchanging knowledge and experience, being well informed what the others are working, having direct streams to other organisations are the greatest advantages of these cooperation networks. With networking the response to the abuse is faster, more efficient and coherent, therefore it is a useful tool to improve human rights protection.

## Aim

This module aims to develop knowledge and understanding of networking and cooperation in the field of intimate partner violence and to raise awareness of the benefits of networks to improve the situation of victims of intimate partner violence.

## Learning objectives

On completion of this module learners will be able to

- Describe a variety of resources and networks in the field of intimate partner violence.
- Understand cooperation processes and problems of networking.
- Understand the process of sharing information and its impact on the situation.
- Recognize the need of cooperation in order to successfully manage a situation of intimate partner violence.
- Reflect upon personal reactions to issues raised in this module.

## **Training method applied**

The module is exclusively available on our virtual learning platform and consists of four e-learning units.

## **Overview of e-learning units**

Unit 1 – Connecting needs with intervention

Unit 2 – Creating a network

Unit 3 – Intervention models

Unit 4 – ICT tools for networking

## **Further reading**

- The Art of Networking – European Networks in Education (published by „die Berater“, Austria 2007, in English/German)
- Resource Pack for Networkers, “die Berater”, Austria in EN, DE, FR
- Vickery, Graham/Wunsch-Vincent, Sacha (2007): Participative Web and User-Created Content: Web 2.0, Wikis and Social Networking. Paris: OECD.

## Unit 5.1: Connecting Needs with Intervention

### Rationale

Often the violence itself and the problems in which it results (homelessness, shortage of money etc.) are not the only difficulties with which the victim has to cope. Assisting survivors necessitates an inter-disciplinary approach calling for co-operation with the staff of a wide variety of facilities and institutions. The efficient collaboration of all the actors involved is essential in ensuring that survivor and her children can be given a maximum of protection and security.

This unit provides a practical example on survivors' needs and intervention.

This is an e-learning training unit and the work is to be carried individually.

### Learning outcomes

- Trainees will be able to connect women's needs with the intervention.

### Description of learning material

- In a first step a good practice example is presented that illustrates the situation of a woman victim of IPV by highlighting her needs and the institution/service that are to be involved to meet her needs.
- In a second step learners are invited to reflect upon their personal needs and preferences about networks.

### Tips

- The good practice example is meant to raise awareness of the different needs of a victim and to make participants reflect on their networks or, if applicable, with whom to network.

### General information



TYPE OF WORK

Individual



TIME

2h



MATERIAL

pc

### Materials:

- 5.1.1. *Intervention model – Maria*
- 5.1.2. *Questions for self-reflection*

## Unit 5.2: Creating a Network

### Rationale

Several examples are available e.g. in the Internet that show effective collaboration in a multi-actor partnership, some are given here in the context of the course. Yet there are regions/countries where multi-actor partnerships and networks have not been established.

This unit provides information on how to set up a network and highlights the challenges and potential solutions.

This is an e-learning training unit and the work is to be carried individually.

### Learning outcomes

- Trainees will be familiar with the roles of networks.
- They will be able to describe how to set up a network.
- They will be able to identify challenges in building networks and potential solutions

### Description of learning material

- Slides to introduce the learner to the basic principles of networking.
- Slides that present the various steps to set up a network.
- Slides that explain the network structure.
- Activity “Why networks fail” which proposes challenges to which learners are invited to give potential solutions.
- Exercise on communication and exchange to underline their importance in setting up a network.
- Exercise on creating a tagcloud to think about possible associations.
- Exercise on drawing a network to elaborate useful connections.
- Exercise to reflect on the need of collaboration and willingness of participants.

### Tips

- A manual for effective multi-agency cooperation in preventing IPV, which offers guidelines and standards for good cooperation between state agencies and women’s NGOs, was developed by the project partners in the project “Bridging Gaps – Working together for the prevention of violence against women and children”:
- [http://www.wavenetwork.org/images/doku/homepage\\_bg\\_manual\\_fromgoodinterventi onstogoodcooperation3.pdf](http://www.wavenetwork.org/images/doku/homepage_bg_manual_fromgoodinterventi onstogoodcooperation3.pdf)

## General information



TYPE OF WORK

Individual



TIME

3h



MATERIAL

pc

### Materials:

- 5.2.1. Slides *“The networking experience”*
- 5.2.2. Slides *“Setting up a network”*
- 5.2.3. Slides *“The network structure”*
- 5.2.4. Activity *“Why networks fail”*
- 5.2.5. Exercise *“Communication and exchange”*
- 5.2.6. Exercise *“Tagcloud with wordle”*
- 5.2.7. Exercise *“Draw a network”*
- 5.2.8. Exercise *“The need of collaboration and willingness of participants”*

## Unit 5.3: Intervention Models

### Rationale

Different countries act on different levels referring to the topic of Intimate Partner Violence (IPV). Models from other European countries give orientation and help to compare the current situation in the respective countries. For countries which are more or less starting dealing with the topic, intervention models can be a sort of guideline.

This is an e-learning training unit and the work is to be carried individually.

### Learning outcomes

- Trainees will enlarge the knowledge about successful networking with concrete examples regarding the cooperation between several institutions in the support chain of IPV.
- Trainees will be aware about the fact that the approach has to be compatible with local/regional frameworks.

### Description of learning material

- Three examples of intervention are given:
  1. Sweden – The Integrated Domestic Violence Programme in Malmö
  2. UK – Cardiff Women’s safety Unit
  3. UK – The Harrow Sanctuary

### Tips

### General information



TYPE OF WORK

Individual



TIME

2h



MATERIAL

pc

### Materials:

- 5.3.1. *Intervention Model Sweden*
- 5.3.2. *Intervention Model Cardiff (UK)*
- 5.3.3. *Intervention Model Harrow (UK)*

## Unit 5.4: ICT Tools for Networking

### Rationale

Networks with multiple actors (in different regions/countries) can make use of information and communication technologies (ICT) to overcome the distances and to facilitate the continuous communication and collaboration process. A variety of tools is available to support communication and collaboration, such as forums, Skype, online conference rooms and blogs.

This unit intends to give an overview of technologies widely used in networks, and to provide the basis for a thoroughly reflected decision as to which technologies are appropriate for a specific network.

This is an e-learning training unit and the work is to be carried individually.

### Learning outcomes

- Trainees will be aware that information and communication technologies can support networking activities.
- Trainees will be aware about the technical tools that can be used in networking.
- They will understand the usefulness of exemplary tools for networks.

### Description of learning material

- Learners are given an overview of selected ICT tools apt to support their cooperation and networking activities with practical examples.

### Tips

- The e-learning environment is also a viable tool to support learning in a network and foster cooperation and communication, since it give also the possibility to share ideas in forums.

### General information



TYPE OF WORK

Individual



TIME

3h



MATERIAL

pc

### Materials:

- 5.4.1. *ICT tools for networks*

## Module 6: Coping strategies

### Introduction

Working with survivors of interpersonal violence and facing emotional burdening situations day by day is a challenge to professionals who work in this field. This makes it important to develop coping strategies that help to deal with the daily strains and to get away from it all after a hard day of work, to get a clear head. On the one hand it is important for the institutions who deal with survivors of violence, to create a framework for professionals that supports them in their work and gives them the sufficient opportunities to exchange experiences with colleagues, which is very helpful as well.

On the other hand professionals can develop individual coping strategies, which can be a great help for a preventive intervention on burnout. Professionals in social work with a high rate of customer/client contact belong to a group which is at high risk for Burnout. Therefore it is crucial to be aware of that risk and to counteract this phenomenon in the working situation. Basic knowledge about Burnout and its signs and signals can help to deal with that phenomenon – on individual and on the working-team level.

### Aim

The overall aim of the module is to introduce some examples to develop coping strategies - on the one hand on the institutional level, on the other hand on the individual level. Developing personal relaxation techniques or reflecting on the own situation is important to raise ones' awareness on the fact that the daily work professionals are performing, can be a challenge. The second part of the module is dedicated to Burnout, including a definition on this phenomenon and introducing the main signs and signals as well as some proposals for how to prevent Burnout.

### Learning objectives

On completion of this module learners will

- know about coping strategies they can use in their daily work and private life;
- be able to define burnout,
- know the difference between burnout and stress;
- identify signs and signals of burnout - for themselves or in their team (staff members);
- be able to develop a plan for burnout intervention strategies.

### Training method applied

The module is available on our virtual learning platform and consists of two e-learning units, as well as face-to-face sessions.

### Overview of e-learning units

Unit 1 – Types of Coping Strategies

Unit 2 – Prevention of Burnout

## Overview of face-to-face units

### Unit 3 – Coping Strategies and Burnout

#### Further reading

- Ch. Maslach, M.P. Leiter, 1997: The truth about Burnout. How organisations cause personal stress and what to do about it
- Glenn A. Roberts, 1997: Prevention of Burnout in: Advances in psychiatric treatment, journal of continuing professional development

## Unit 6.1: Types of Coping Strategies

### Rationale

This training unit presents an overview of possible coping strategies. Coping strategies are defined as specific methods, directed to specific objectives. Those strategies can be applied on the individual level but the working conditions/the institutional framework is also an important precondition how to cope with challenging situations in the job.

The work in this e-learning training unit is to be carried individually. However, for this topic it is strongly recommended that professionals share their concerns and experiences in the E-MARIA e-learning platform.

### Learning outcomes

- Trainees will be aware of their own working situation and the framework of work.
- Trainees will have an impression on the own stress-status and reflect on it.
- They will know some very easy techniques to relax and to clear one's mind.

### Description of learning material

- Overview on the different type of coping strategies
- Slides: Supportive institutional preconditions for the work with victims of domestic violence
- Session: Coping strategies on the organisational level – Reflection work
- Session: My personal relaxation technique– Reflection and discussion
- Session: Self-Evaluation on stress – Reflection and discussion
- Links for self-test on stress which can be done on the internet
- Six short relaxation activities which can be carried out in the office or at home

### Tips

- As mentioned in the rationale, it is important for professionals to share their experiences in order to cope with emotionally burdening situations in their daily work and to improve the way they deal with their emotions, feelings and perspective of responsibility towards their clients. Further information on networks and collaborations is available in module 5.

## General information



### TYPE OF WORK

Single work



### TIME

2h



### MATERIAL

Paper, pen, pc with internet connection

## Materials:

6.1.1. *Coping strategies*

6.1.2. *Slides: Institutional preconditions in the work with survivors of domestic violence*

6.1.3. *Session: Coping strategies on the organisational level*

6.1.4. *Session: My personal relaxation technique*

6.1.5. *Session: Self-Evaluation on Stress*

6.1.6. *Links for self-test on stress*

6.1.7. *Six short relaxation activities*

## Links:

- [http://www.pfiffprojekt.de/pfiff1/index.php?option=com\\_content&task=view&id=38&Itemid=1](http://www.pfiffprojekt.de/pfiff1/index.php?option=com_content&task=view&id=38&Itemid=1)
- [http://www.helpguide.org/mental/stress\\_management\\_relief\\_coping.htm](http://www.helpguide.org/mental/stress_management_relief_coping.htm)
- 101 strategies for coping with stress:
- <http://www.uccs.umn.edu/oldsite/lasc/handouts/copingstress.html>
- <http://www.crsib.com/userfiles/File/Coping-stress%20management%20REV.pdf>

## Unit 6.2: Prevention of Burnout

### Rationale

This training unit focuses on the phenomenon of burnout, its characteristics and the different strategies how to prevent oneself and colleagues from burnout. It is important to detect and to recognise the characteristics and indicators of burnout in order to prevent, as much as possible, the phenomenon on individual level or within the team.

**Especially the techniques to prevent burnout on the individual level and in the team are strongly linked to the activities in Unit 1 “Coping strategies”.**

The work in this e-learning training unit is to be carried individually. However, for this topic it is strongly recommended that professionals share their concerns and experiences in the e-learning platform.

### Learning outcomes

- Trainees will be able to recognize signs and symptoms of burnout.
- Trainees will be more responsive to burnout symptoms.
- They will be able to define the different levels on which burnout can occur.
- They will understand how burnout can influence the working team.
- They will be able to reflect consequences on individual, team and organisational level.

### Description of learning material

- Texts on theoretical background of burnout
- Self tests
- Exercises and activities on self-reflection
- Case study

Some exercises address primarily professionals in management positions, since they deal with burnout of staff members and how to recognise that.

### Tips

- As mentioned in the rationale, it is important for professionals to share their experiences in order to cope with emotionally burdening situations in their daily work and improve the way they deal with their emotions, feelings and perspective of responsibility towards their clients.

## General information



### TYPE OF WORK

Single work



### TIME

4h



### MATERIAL

Paper, pen, pc with internet connection

## Materials:

- 6.2.1. Slides: *Burnout*
- 6.2.2. Sources and links: *articles, supporting networks, videos: general information on burnout*
- 6.2.3. Session: *Identifying typical signs of burnout*
- 6.2.4. Session: *How to detect burnout*
- 6.2.5. Information: *Burnout signs*
- 6.2.6. Session: *Addressing Burnout in a staff appraisal*
- 6.2.7. Slides: *Burnout prevention and intervention concepts*
- 6.2.8. Session: *Mind Map to define the needs for improvements*

## Links:

- [www.burnoutintervention.eu](http://www.burnoutintervention.eu) : Website of the EU Leonardo project BOIT Burnout Intervention training for Managers and Team Leaders

## Unit 6.3: Coping Strategies and Burnout (f2f session)

### Rationale

There is a wide range of possibilities or situations we can use for relaxation. These situations do not have to be special or very expensive. Creating relaxing situation is possible for each of us in our everyday life. This exercise should help identify those situations – each of us has different and personal strategies.

### Learning outcomes:

- Trainees will be able to reflect on their own situation - when we feel stressed.
- Trainees will be aware about strategies or techniques for relaxation in different situations.
- Trainees will learn about experiences from other participants.

### Description of the activity

- Case study to identify the coping strategies and burnout signs.
- Exercise to reflect on participants' relaxing techniques.

### Tips

- It is advisable the share of experiences during this session.

### General information



TYPE OF WORK

group work



TIME

1h



MATERIAL

Paper, pen

### Materials:

6.3.1. Case Study

6.3.2. Reflection about relaxing techniques

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This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.