

“Opening Doors for Abused Women”

A Collaborative Approach to
Prevent Violence Against
Women



2014-2015



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Introduction / Resources



NEIGHBOURS, FRIENDS AND FAMILIES (NFF) CAMPAIGN

Opening Doors For Abused Women

1.

Introduction / Project Description



NEIGHBOURS, FRIENDS AND FAMILIES (NFF) CAMPAIGN

Opening Doors For Abused Women

1. INTRODUCTION / PROJECT DESCRIPTION

PROJECT DESCRIPTION

Rexdale Women's Centre's *NFF: "Opening Doors for Abused Women"* campaign includes the execution of a coordinated and collaborative approach to prevent violence against women and improve supports for survivors. We are committed to working across the province and with community organizations to develop and deliver training, implement public education campaigns and enhance service delivery, resources and supports.

At Rexdale Women's Centre (RWC), we recognize the complex and evolving nature of violence against women. Moreover, we acknowledge that violence affects different women, in different ways and that these experiences reflect particular and/or the intersection of social locations. As such, in order to address and appreciate the diversity of Ontario's communities, focused and unique responses, independent of a one-size-fits-all approach, are required

The Government of Ontario, through the Ontario Women's Directorate (OWD), has focused its efforts at investing in public education campaigns to help raise awareness and an understanding of violence against women. Employing bystander theory, the campaign premise maintains that *Neighbours, Friends and Family* (NFF) members all play an active role in not only helping end violence against women but also, preventing it from occurring in the first place. And so, these campaigns aim to encourage a mind-shift in societal perceptions, attitudes and behaviours that continue to perpetuate an understanding that violence against women is a private, rather than societal issue.

In 2011, RWC launched a NFF campaign which intended to mobilize community organizing. The NFF campaign is part of a province-wide initiative developed in partnership with the Government of Ontario, the OWD and the expert panel on NFF, through the Centre for Research and Education on Violence against Women and Children. Recognizing the importance of community and social accountability, RWC submitted a proposal to the OWD and was approved for funding. In 2011 – 2012 (18 months), RWC executed the campaign locally, with the Greater Toronto Area (GTA) as the focused catchment area.

Through this project, RWC established a local advisory committee; recruited community leaders to assist with the project; developed a training manual for community leaders; successfully trained a group of diverse community leaders; organized and delivered community education presentations; participated in the OWD-NFF provincial coordination committee with OCASI; and successfully organized and delivered a recognition ceremony for participants and community residents.

Our successes and positive reception of the campaign in 2011-2012 encouraged us to broaden our horizons and seek funding that would support us to execute the campaign on a provincial level. Our provincial partners include: (1) Immigrant Women's Services Ottawa; (2) Newcomer Centre of Peel; (3) Thunder Bay Multicultural Association; and (4) Windsor Women Working with Immigrant Women. RWC's "NFF: Opening Doors for Abused Women" project included the delivery of community-based public education campaigns across the province to teach frontline settlement, legal, health and social service providers how to recognize the signs of woman abuse and what they can do help support. RWC developed and executed local campaigns to frontline professionals working with immigrant and refugee communities, which is now culminating in a local conference or symposium with service providers.

Our deliverables include a combination of quantitative and qualitative outcomes. The quantitative outcomes include: (1) reaching 150 frontline workers/professionals through the public education sessions; (2) distributing 2,500 fact sheets; and (3) an engagement of 150 frontline workers/professionals in the symposium/conference. The qualitative outcomes include: (1) ensuring frontline workers/professionals are better equipped to identify signs / risk factors of violence against women and how to make successful referrals and offer support.

If you are interested in learning more about RWC's "Opening Doors for Abused Women" campaign, please feel free to contact:

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2.

Public Education Sessions

Agencies:

Rexdale Women's Centre

Windsor Women Working With Immigrant Women

Newcomer Centre Of Peel

Thunder Bay Multicultural Association

Immigrant Women Services Ottawa



NEIGHBOURS, FRIENDS AND FAMILIES (NFF) CAMPAIGN

Opening Doors For Abused Women

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NEIGHBOURS, FRIENDS AND FAMILIES (NFF) CAMPAIGN

Opening Doors For Abused Women

NEIGHBOURS, FRIENDS AND FAMILIES (NFF)

Rexdale Women's Centre: Opening Doors For Abused Women

OBJECTIVE: Cultural Awareness, Competency and Domestic Violence Against Immigrant & Refugee Women

DATE: October 20th, 2014

TIME: 10:00 – 1:00 pm

TIME	ACTIVITY
10:00-10:15	Arrival Refreshments
INTRODUCTION	
10:15-10:30	Facilitators & Participants Explanation of Distributed Materials OWD – NFF Pre-Evaluation
10:30-10:40	Icebreaker Activity
10:40-10:45	What is the Neighbours, Friends & Families (NFF) Campaign? Ground Rules Limitations
FRAMEWORK	
10:45-11:00	Co-Active Learning: An Integrated Approach
CULTURAL AWARENESS, COMPETENCY AND DOMESTIC VIOLENCE AGAINST IMMIGRANT & REFUGEE WOMEN	
11:00-11:25	<u>Exercise</u> : Scenarios
11:25-11:40	<i>Break</i>
11:40-11:50	Challenges Impacting Spousal Relationships
11:50-12:10	<u>Exercise</u> : Conscious / Unconscious Racial / Ethnic Stereotypes
12:10-12:15	Ensuring Effective, Culturally Sensitive Responses
12:15-12:35	<u>Exercise</u> : Case Studies
12:35-12:40	Assessing Personal Cultural Awareness & Competencies
12:40-12:50	<u>Exercise</u> : Checklist
CONCLUSION	
12:50-1:00	Question & Answer Period



Cultural Awareness, Competency and Domestic Violence Against I & R Women

INTRODUCTION

WHAT IS THE NEIGHBOURS, FRIENDS AND FAMILIES (NFF) CAMPAIGN?

The NFF project includes a public education campaign intended to help raise awareness about violence against women. Rexdale Women's Centre's NFF: "Opening Doors for Abused Women" campaign includes the execution of a coordinated and collaborative approach to prevent violence against women and improve supports for survivors. We are committed to working across the province and with community organizations to develop and deliver training, implement public education campaigns and enhance service delivery, resources and supports.

GROUND RULES

- Challenge yourself regarding your beliefs and assumptions
- Respect and open yourself up to new ideas and perspectives
- Speak for yourself out of your own personal experiences (avoid generalizations)
- Explore and open yourself up to discussing issues beyond your personal level of comfort
- Honour candidacy by maintaining confidentiality
- There are no right / wrong questions and/or answers. Let's engage in conversation!
- One person speaks at a time

LIMITATIONS

- The facilitator acknowledges that she is NOT an expert in the field of violence against women
- For those in attendance, although you may have extensive experience and / or knowledge in your particular field of work, you too are not an expert. We are all a work-in-progress and would benefit from maintaining ongoing learning and development
- The information presented does not explore ALL the current literature and/or understandings in the area of violence against women



FRAMEWORK

WHAT IS THIS TRAINING SESSION PREMISED ON?

CO-ACTIVE LEARNING: AN INTEGRATED APPROACH

“A relationship based approach rooted in the competencies of emotional intelligence and the belief that people have an inherent desire to strive toward meaningful and fulfilling goals and will perform at their best when challenged and supported by others who act as effective champions and coaches for them” (Coaches Training Institute, 2009, pg. 3).

Today’s training session is premised on an understanding that will foster a climate/culture in which the trainer and trainees interact to elevate levels of learning and achievement. This culture of co-active skills will encourage us to not only seek opportunities to develop ourselves but also challenge one another to our fullest capacities.

Why Co-active Learning?

As a trainer / facilitator, my reasoning for incorporating / fostering a co-active learning environment is two-fold:

1. My interaction with all those in attendance has been guided by a belief system which maintains that you are all “naturally creative, resourceful and whole” (Coaches Training Institute, 2009). It is my hope that the level of confidence, commitment and engagement I establish with you will help expand your list of possibilities and ultimately, help enhance performance by contributing to a climate of productivity that is self-reinforcing
2. The above reasoning can also be applied to your interaction / counseling with clients therein

Principles of Co-active Coaching

Co-active coaching integrates three foundational principles that help enhance the quality and results experienced in organizational settings:

1. **Fulfillment:** the satisfaction one feels about work is meaningful and purpose driven
2. **Balance:** organizational challenges / opportunities are viewed from an empowered stance
3. **Process:** operating with full engagement and awareness of what is occurring at any given moment



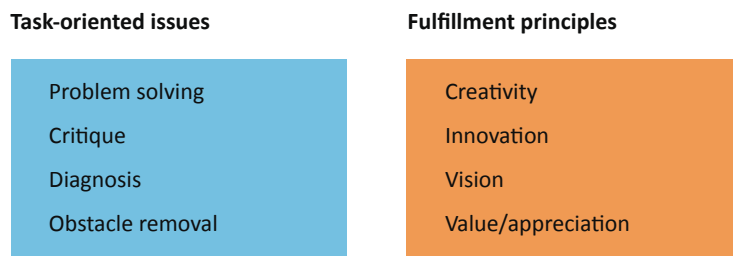
Fulfillment

Living a life of meaning and making an impactful difference is intrinsic to life as a human being. A sense of fulfillment and satisfaction is obtained when this intent (meaning; impactful difference) forms the basis of your professional life and encourages you to inspire others. Fulfillment empowers the learning process because it engages the person (employee, client, etc) in aspects of life / work that are most meaningful. It asks that we rid ourselves of previously held understandings that focus primarily on identifying obstacles and solving problems. Rather, envisioning desired outcomes receives greater emphasis than diagnosing past mistakes (Coaches Training Institute, 2009). For example:

As a facilitator, I envisioned the outcome I wanted with these training sessions. This process of reasoning included a belief system which maintained that those in attendance (frontline settlement counselors), are “naturally creative, resourceful and whole”. It is my hope that this perspective of confidence will contribute to productivity that is self-reinforcing (trainer / trainee; counselor/client). By maintaining an assumption that those in attendance have high capabilities, I am encouraging high productivity and performance.

Whereas businesses tend to address the task-oriented issues (left-hand side of Figure A), the application of fulfillment principles (right-hand side of Figure A) encourages us to operate with balanced skills. This helps enable an individual, community, organization, or society to: (1) bring forth a greater alignment to a collective or, core purpose; (2) an expanded sense of possibility and agency to impact the future; and (3) sustained focus on values that matter most (Coaches Training Institute, 2009).

Figure A



We can apply this reasoning when thinking of the NFF campaign: as a collective, we align our purpose with that of the campaign (help raise awareness about violence against women); we expand our range of possibilities and agency to impact the future (explore possibilities and ways in which we can impact the future by ending violence against women); and continue to maintain this ongoing focus.

Balance

Through the principle of balance, employees / clients discover their level of agency, which allows them more capacity to view their circumstances, opportunities or challenges in ways that create possibility and provoke strength and the identification of concrete and powerful actions to move forward. Balance rests on theories of transformative learning in adult education and organizational psychology. There are always a set of assumptions or beliefs dictating how you view yourself and the world around you. Co-active learning

encourages a greater awareness about one's default outlook towards life / circumstances and supports the finding and adoption of perspectives that fuel possibilities, strengths and actions from which to choose. When outcomes do not match what was wanted, the key is to critically examine the underlying values and assumptions rather than just the actions (Coaches Training Institute, 2009). For example:

An immigrant or, refugee female victim of abuse visits a violence prevention counselor and informs her of her unfortunate, abusive reality. The counselor, having been born and/or raised in a Canadian context, with exposure to feminist understanding, stresses the importance of leaving and seeking refuge at a shelter. The immigrant or, refugee woman refuses to follow through with the suggestion because of her conditioning. Both parties are now at a standstill. Rather than focus on an outcome that did not match what the counselor wanted, the counselor would benefit from examining his/her values and assumptions that dictated why that option was stressed and more importantly, why the client was not receptive.

Note: Seek to understand before being understood. As a counselor, when you offer greater awareness, the client becomes more able to choose perspectives that serve to empower and provide greater possibility, rather than limit or constrain them. This approach establishes a strong platform from which people can exercise choice and make responsible and accountable commitments to taking action.

Process

Too often, as we navigate the challenges of the workplace, aspects that are unpleasant or difficult may be pushed aside, ignored, or denied. The principle of process emphasizes the state of being and identity of the person. This idea of process focuses on the experience of full engagement of the individual (or team) in relationship to the surrounding world in any given moment. It is asking that you awake all your senses (thinking; feeling; acting; imagining) so that an expression of your authentic self can foster an interconnection with others (Coaches Training Institute, 2009).

There are many characteristics that influence interpersonal effectiveness. However, by awakening and expressing your authentic self while interacting with others, you have a greater chance of achieving a successful outcome. The degree to which you are able to proactively engage with and respond to whatever may be occurring, encourages an employee or team to become more resourceful in a wider range of circumstances.

The Power of Relationship

When adopting these principles either at an individual or client-counselor level, it fosters a climate in which the individual / client is valued, encouraged to focus on development that is most relevant and meaningful to them and where they are viewed and interacted with as multi-faceted human beings with whole lives (Coaches Training Institute, 2009). For example:

Let's revisit the previous scenario. In addition to examining his/her values and/or assumptions, the counselor would have benefitted from recognizing that the client is a multi-faceted human being. It would require that the counselor ask: How does this client's race, gender, class, citizenship status, sexual orientation, etc. intersect in manners that have dictated her conditioning and ultimately, her reasoning for opposing a shelter?

When you interact from that place, the confidence, commitment and engagement of the counselor elevates what the person views as possible for him or herself, shifting the conversation from just focusing on challenges / problem solving to a landscape that is more inspired and meaningful. It is neither controlling, nor demanding. Rather, it is full of encouragement and belief in oneself.

This approach places emphasis on the designed alliance between counselor and client. By encouraging a climate of trust between the counselor and client, the outcomes become nothing short of successful. This alliance between counselor and client empowers the relationship because it has both parties consciously and intentionally choosing to create a relationship that will support achievement. The counselor uses skills that support the client, such as listening, acknowledgment and support, as well as creating sufficient challenge. The balance between support and challenge encourages clients to expand their current and perceived level of capability (Coaches Training Institute, 2009).

Cornerstones and Contexts of Co-active Coaching

The context from which a counselor comes from helps inform how they interact, the specific skills, methods and approaches that are accessible. The context becomes: curiosity; intuition; listening; self-management and deepening the learning/forward-the-action. By interacting from a stance that clients are “naturally creative, resourceful and whole”, you foster a confidence level which enhances performance and contributes to a climate of productivity that is self-reinforcing (Coaches Training Institute, 2009).

Things to Remember

- Human beings have an inherent desire to learn and grow. Part of this human endeavour is to become an engaged and contributing member of society
- Human beings are naturally able to expand their ability to interact effectively with others
- Learning occurs when individuals are exposed and encouraged to experience new ways of being and acting with others. This requires ongoing experimentation, engagement and interaction
- Fostering a community of actively-engaged learners creates a richness of experience that cannot be created in isolation
- Your role is to create an environment where learning flourishes, to establish a context around which learning experiences are built, to provide a balance of support and challenge that inspires your client to adopt that way of self-reinforced thinking in their everyday life.
- Understanding emerges for each person as they engage with others, experience new ways of interacting and reflect on their lived experience
- Challenge yourself by asking: (1) How do I experience myself and engage in relationship to the world around me (presence and identity)?; (2) How do I engage and interact with others (interrelationship); (3) What am I able to do (skills)?; (4) What do I know (knowledge)?

CULTURAL AWARENESS, COMPETENCY AND DOMESTIC VIOLENCE AGAINST I & R WOMEN

WHY SHOULD WE CONSIDER CULTURE?

- Culture shapes experiences of domestic violence
- Culture shapes the victim/survivors response to intervention and support in the same manner as it shapes a perpetrators response to intervention and acceptance of responsibility
- Culture shapes access to and the utilization of services

EXERCISE 2

Participants will be asked to form groups of 3-5. Each group will be provided with a case scenario that highlights the multiple challenges impacting spousal relationships. They will be asked to answer the questions provided and discuss their answers once the entire group reconvenes. *Case Scenarios have been attached under the heading "Exercise 2".*

FACILITATOR NOTES:

Integration / adaptation to a new life in Canada

- Some of these immigrant women come from societies that maintain men in a position of authority, who can physically dominate his partner with no repercussion. This is not the case in Canada, a country that does not condone violence against women and holds perpetrators accountable. When these men feel as though their power and control is being jeopardized, they may resort to violence, thus making the immigrant woman more vulnerable (OCASI, 2006).

First time exposure to abuse and a lack of understanding regarding how to end it

- Consequently, some immigrant women come from countries where close knit communities have established regulating limits to male authority. Integration into Canadian society may encourage economic and social pressures that lead to first-time encounters of abuse. As such, these women have yet to establish skill sets of knowledge to help deal with the abuse (OCASI, 2006).

Citizenship status

- Many immigrants, majority of whom are women, arrive in Canada as sponsored or dependants. Immigration status affects access to legal protections, which in turn influences the risk for domestic violence. Abusive partners often exercise power and control by using immigration status to threaten their partners with deportation. Many immigrant and refugee women are unaware of how the legal system works, the legal protections available to them and the importance of gathering evidence of abuse. Studies have found that these women often consider their immigration status, as well as their partners, when deciding to report domestic violence. They may choose not to report it out of fear that their partner, they or, their children may be deported (Rana, 2012).



Economic dependence on spouse (inhibits independence)

- Perpetrators of domestic violence most often encourage an economic dependence. This form of abuse includes denying / restricting her access to family finances, often including her own pay cheque; not supporting / respecting her job; harassing her about her job (lack thereof); forbidding her from attending employment workshops/training intended to develop her knowledge and skill sets. Similarly, if the woman is working without a permit, her partner may threaten to report her to the authorities in efforts to not only prevent her from becoming financially independent, but also to maintain ongoing fear so that she does not speak with anyone about it (Rana, 2012).

Isolation from support networks

- A characteristic of many immigrant women is that they belonged to close-knit ethnic communities in their home country. When they immigrate to Canada, they become completely isolated from their family and extended community social networks. It becomes even more difficult for these women to establish social networks in Canada, especially if their partner is restricting them from gaining employment. This form of isolation further victimizes a woman because her partner is aware of the fact that without a social network, he will not be challenged or held accountable for his actions. Consequently, immigrant and refugee women may also have close ties to their communities and extended family members who condone or contribute to domestic violence by pressuring the woman to stay with her abusive partner. The pressure may be in the form of advice to not report the abuse to the police because it is a “private” matter, they may threaten to abandon or disown her or, stigmatize her for bringing shame to the family (Rana, 2012).

Reluctance to report because of reception from ethno-racial community

- In some communities, if an immigrant woman reports abuse at the hands of her partner to the authorities, she is unfortunately shunned and/or blamed for the abusive behaviour. In particular, when religious and social beliefs frown upon family breakups, an immigrant woman is again, further victimized (OCASI, 2006).

Language proficiency (lack thereof)

- Canada’s point system helps ensure that many immigrants are fluent in English upon arrival. Consequently, those who enter as sponsored or dependant family members, majority of whom are adult women, arrive with limited fluency in English. Not being able to speak one of the official languages encourages vulnerability. In the case of abusive relationships, male partners forbid the woman from acquiring English language acquisition skills in efforts to isolate and reduce access to employment (OCASI, 2006).

Unfamiliarity with Canadian legal system

- Many immigrant women are unfamiliar with Canada’s legal system and their rights therein. Moreover, they may have a general distrust of the police and court system and feel as though neither can help protect them (OCASI, 2006).

Unsubstantiated threats by abuser (deportation; take children away)

- In addition to her unfamiliarity with Canada’s legal system and lack of English proficiency, an abusive partner may deliberately misinform an immigrant woman about her rights and status. Experiencing intimidation and threats from the abuser may lead her to believe that she can be deported if she reports the abuse or, risks losing her children to child protection authorities (OCASI, 2006).



Lack of translation / interpretation services in particular areas

- The lack of translation / interpretation services poses a barrier and encourages vulnerability. An immigrant woman may seek the assistance of a violence prevention counselor but may fail to receive the support she requires if there is no one available to translate / interpret for her. She may resort to other contacts that speak her language but most often, will not disclose the abuse for fear that her husband may find out. In instances where interpretation and translation services do exist, the woman or service provider may not be aware of the services and risk making an inappropriate referral (OCASI, 2006).

EXERCISE 3

Effective cultural competency requires an awareness of how conscious and unconscious racial and/or ethnic stereotypes, biases and assumptions impact service delivery (DeGannes, C., et al., 2014).

FACILITATOR NOTES:

- The facilitator will hang posters around the room that contain different racial, cultural, or ethnic groups (I.E. African-Canadian; Middle Eastern; Anglo-Saxon; South Asian; Muslim; Christian; Jewish; Men; Women; Gay; Lesbian).
- The participants will be asked to write down stereotypes associated with the racial, cultural, or ethnic groups that are hung on the wall.
- The facilitator will call on the participants to read the posters and engage in discussion that encourages reflection.

DISCUSSION

1. Were any of the stereotypes posted on the groups that you identify with, or belong to?
2. Did you notice any stereotypes that you personally have for any of the groups posted?
3. Were positive as well as negative stereotypes posted?
4. How might positive stereotypes be problematic?
5. How does hearing these stereotypes about each group make you feel?
6. What is it like to hear these stereotypes about the group(s) you identify with?



PURPOSE

What was the purpose of this exercise?

- Awareness of unconscious cultural stereotypes
- Awareness of the potential impact of unconscious stereotypes on service delivery

Conscious / unconscious stereotypes, biases and assumptions made by service providers contribute to:

1. Further victimization
2. Providing services that are not culturally appropriate
3. Encouraging discrimination and exclusion
4. Break down in trusting relationships that are built on respect, diversity and equality
5. Lack of understanding of the challenges/opportunities affecting particular communities
6. Limiting your access to culturally diverse businesses, religious groups and organizations

How might these stereotypes impact service provision? As a service provider, becoming knowledgeable about an immigrant woman's cultural background and immigration related issues will help you better understand her reasoning and choices (viewing and interacting with clients as multi-faceted human beings – co-active counseling). Failure to do so sometimes may result in providing possibilities that are not appropriate or culturally sensitive. When a service provider has a very limited understanding of cultural awareness, they risk the contribution of additional barriers (OCASI, 2006). Some of which include:

- Maintaining an ethnocentric view
- Maintaining racist, sexist, ageist, etc viewpoints
- Lacking culturally sensitive awareness regarding issues that impact the abused woman (FGM; war crimes; arranged marriages)
- Service provision is dictated by your own belief system
- Acting like an authority figure that makes the decisions for her
- Generalizing her needs to that of the community she identifies with
- Employing safety planning measures that do not adapt to her culture (i.e. shelters)
- Expression of frustration because the woman is reluctant to report or leave the abusive relationship
- Referring her to an agency within her community that can offer interpretation / translation services when in fact, she may not wish to have her situation known by anybody in her community
- Imposing your values or belief systems on the client because you consider her culture inferior to yours

EXERCISE 4

Four “Case Studies” have been distributed:

1. “Why don’t you just take something?”
2. “Everything you need to know about...”
3. “Too sensitive”
4. Sexuality in the social service setting

Please read the case study with your group and answer the questions provided. *Case Studies have been attached under the heading “Exercise 4”.*

Below are some suggestions relating to how you can ensure effective, culturally sensitive responses (OCASI, 2006):

- Acknowledge an awareness of diversity by learning and recognizing the experiences of people from different countries (I.E. political and social realities in home country)
- Be sensitive to the belief and values of the woman
- Reflect diverse cultural knowledge / awareness
- Be culturally and religiously sensitive
- Check your own personal values, biases, attitudes with respect to different communities and cultures
- Be objective in your attempt to understand cultural and community factors that impact her choices
- Respond to the issues of domestic violence in accordance with facts, rather than a personal belief system that may essentialize stereotypes
- Offer non-judgemental services
- Use appropriate language (I.E. “undocumented” as opposed to “illegal”). This helps minimize discomfort, fear and the possibility of further victimization. It is unfair to assume that because a woman has an accent, she cannot follow what is being said. Moreover, some women may fear not being understood and as such, will refrain from speaking
- Maintain ongoing dialogue and learning with her, her family, community, other sources / experts
- Build a relationship of trust that is sensitive to the decisions she makes (I.E. isn’t prepared to leave)
- Gather information about her interpretation of her culture (I.E. what is it like to talk about this problem in your community?)
- Do not accept culture as an explanation for domestic violence (I.E. “this is how women are treated in my culture”. In this case, the “culture” being described is rooted in patriarchy, sexism and violence against women (Rana, 2012)
- Validate her strengths (I.E. it took a lot of courage for you to share your experiences and I thank you for that. We have support networks in place to help assist you)
- Negotiate the acceptance of a different set of values. This takes time and patience

CULTURAL COMPETENCY

- Involves an awareness of personal biases (do not makes assumptions based on appearance; use appropriate language)
- Combines general knowledge about a culture to that provided by the victim / survivor
- Recognizes that diversity exists within and between cultures

Cultural competence is defined as:

“Cultural or ethnic competence refers to the development of skills that help people behave in a culturally appropriate way with a given group, demonstrating both sensitivity to cultural differences and the use of appropriate cultural symbols when interacting and communicating with members of diverse populations. It involves the acceptance of ethnic differences in an open, genuine manner, without condescension and without patronizing gestures” (Sujata, 2000).

Why Should Service Providers Strive for Cultural Competency?

Changing Demography

During Confederation, British and French Canadians comprised more than 90 percent of the total population in Canada. With the elimination of the national origin restriction in immigration policy (1961), Canada experienced changes in its demographic landscape (Ngo, 2000). Statistics indicate the following:

- Nearly 80% of immigrants identify a mother tongue other than English or French.
- Some 473,475 Canadians cannot speak neither English nor French. Upon arrival, 46% of newcomers cannot communicate in either language
- Over the past decade, Canada has welcomed an average of 235,000 immigrants on an annual basis. In more recent years, there is an increasing number of people coming from Asia, the Middle East, Africa and Latin America
- Close to 93% of immigrants reside within a metropolitan area (Vancouver; Toronto; Montreal)

Legislation

In response to the changing demographic landscape in Canada, the provincial and federal governments have established a number of policies that recognize diversity as a fundamental characteristic of Canadian society (Ngo, 2000). In addition to the Multiculturalism policy, different levels of government have established the following policies:

Canadian Charter of Rights and Freedoms

- The Charter stipulates that every individual in Canada is entitled to equality rights, freedom from discrimination and equal access to participation. This applies to every individual, regardless of race, religion, national/ethnic origin, colour, sex, age and physical or mental disability (Ngo, 2000).



Employment Equity

- Employment equity requires that federal departments and agencies that employ 100+ employees must file an annual statistical profile that reports on the number of women, people with disabilities, aboriginal peoples and members of visible minorities. This report must compare the occupational and salary levels of the “designated groups” with all other employees (Ngo, 2000).

Municipal Diversity Initiatives

A number of municipal governments have demonstrated their commitment to promote inclusion and equity in their respective cities (Ngo, 2000).

Socio-Economic Reality

Despite legislative efforts, research reports indicate that many culturally diverse people continue to experience discrimination and exclusion (Ngo, 2000). For example:

- Among immigrants, the poverty rates for unattached individuals, families, seniors and children are 43.7%, 21.2% and 51%. These percentages should be compared to the national average poverty rate which stands at 17.5%
- Those who reserve and/or maintain their ethno-religious characteristics face more obstacles in the labour market
- Visible minority groups report widespread experiences of prejudice and discrimination against them

Limited Access to Appropriate Services

There are a number of challenges that hinder the accessibility of services by culturally diverse populations (Ngo, 2000). Several studies have indicated the following about culturally diverse communities and accessibility to services:

- They are neither aware nor knowledgeable about services offered
- They are generally unaware of how to access services and perceive barriers to equitable service delivery
- They maintain the perception that discrimination occurs in service delivery
- They are concerned that their needs are not taken into consideration
- They feel as though service delivery lacks cultural competency
- Outreach initiatives lack innovative strategies intended to involve these communities

Advantages of Culturally Competent Service Delivery*Social / Community Benefits (Ngo, 2000)*

- Serving and involving all communities within your catchment area
- The development of trusting relationships that are built on respect, diversity and equality
- A better understanding of the challenges and/or opportunities affecting these communities
- The development of relationships / partnerships with authority figures from culturally diverse communities



Financial Benefits (Ngo, 2000)

- The ability to access resources from culturally diverse businesses, religious groups and organizations
- Minimizing legal costs associated with discrimination, harassment and other human rights infringements

Service Improvement Benefits (Ngo, 2000)

- The ability to access highly qualified individuals
- The ability to better understand, identify and respond to the needs of your clientele
- Widen your client market
- Developing and executing culturally competent program delivery
- Increasing organizational adaptability and resiliency

When assessing your personal cultural awareness and competencies, the following list of questions may help guide your understanding of the type of service provision you provide (OCASI, 2006):

1. How do my belief systems, behaviours and attitudes impact the service I provide?
2. Does a client's ethno-racial background dictate my service provision therein?
3. Do I believe that the woman is an expert in her own life or, am I the expert?
4. Do I recognize what the woman is going through?
5. How frightened is she of her husband?
6. Do I have culturally sensitive skill sets required to successfully assist her?
7. Is there someone else within the organization that may be better suited to assess if the woman who came to me for some other service is a victim of abuse? Do I know what next steps to take?
8. Do I recognize this woman as a multifaceted human being who may be experiencing simultaneous barriers that are worsening her situation?
9. Am I familiar with the resources available to help assist this woman? Does my organization have a violence prevention program?

EXERCISE 5

As a group, let's suggest a checklist that could be used when working with abused immigrant and refugee women (things to consider when assisting the woman)

For example:

- What is her immigration status and might she be in jeopardy because of this status? This requires that you familiarize yourself with Canadian immigration policy and practices.
- Provide an opportunity for the woman to define herself and current situation. In a non-judgemental way, establish how her social, cultural and religious background might be impacting her situation.
- When speaking with her, do you understand what she is saying or, is it getting lost in translation? Does she need translation / interpretation services?
- Seek to understand what it is that she needs and ask if the options provided are feasible
- Is short or long-term assistance required?
- Is she requesting general information? (I.E. legal; resources available; language specific support groups; Children's Aid Society; signs/risk factors associated with violence against women; housing; shelter; financial assistance, etc).
- Inform the woman of existing options that can help assist her. This includes providing explanations because in most cultures, communication is done in an oral rather than written format. If providing a pamphlet / document, for example, it is prudent to first explain what is important in the pamphlet / document.

CONCLUSION

The facilitator will thank the participants for attending and will invite them to engage in a "Question & Answer" discussion.



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NEIGHBOURS, FRIENDS & FAMILIES (NFF) CAMPAIGN

Rexdale Women's Centre
Opening Doors for Abused Women

Cultural Awareness, Competency & Domestic Violence against
Immigrant & Refugee Women

Date / Time: November 19th, 2014; 10:00-1:00PM

Facilitators: Sonya Aslan; NFF Provincial Coordinator & Natalie Browning-Morgan; W5 Opening Doors for Abused Women
Project Coordinator



Logistics

INTRODUCTIONS

TWIN-POCKET PORTFOLIO: MATERIALS

- ▶ NFF brochures
- ▶ Employing Culturally Sensitive Responses: Checklist
- ▶ Violence against Women: List of Resources
- ▶ Violence against Women: FREE Online Training(s)

OWD-NFF EVALUATIONS: PRE / POST



Ground Rules



CHALLENGE YOURSELF REGARDING YOUR BELIEFS AND ASSUMPTIONS

RESPECT AND OPEN YOURSELF UP TO NEW IDEAS AND PERSPECTIVES

SPEAK FOR YOURSELF OUT OF YOUR OWN PERSONAL EXPERIENCES (AVOID GENERALIZATIONS)

EXPLORE AND OPEN YOURSELF UP TO DISCUSSING ISSUES BEYOND YOUR PERSONAL LEVEL OF COMFORT

HONOR CANDIDACY BY MAINTAINING CONFIDENTIALITY

THERE ARE NO RIGHT / WRONG QUESTIONS AND/OR ANSWERS. LET'S ENGAGE IN CONVERSATION!
ONE PERSON SPEAKS AT A TIME

Limitations

1. WE ARE **NOT** EXPERTS
2. WE ARE ALL A **WORK-IN-PROGRESS**
3. WE ARE EXPLORING **SPECIFIC** VAW UNDERSTANDINGS



Agenda

1. Exercise: Icebreaker
2. What is the NFF Campaign?
3. Co-Active Learning: An Integrated Approach
4. Exercise: Scenarios
5. Challenges Impacting Spousal Relationships
6. Exercise: Conscious / Unconscious Racial / Ethnic Stereotypes
7. Ensuring Effective, Culturally Sensitive Responses
8. Exercise: Case Studies
9. Assessing Personal Cultural Awareness & Competencies
10. Exercise: Checklist
11. Question & Answer Period

AGENDA



What is the NFF Campaign?

NFF CAMPAIGN

Public education campaign intended to help raise awareness about the signs of woman abuse so that those close to an at-risk woman, or an abusive man, can help



RWC INVOLVEMENT

Execution of a coordinated / collaborative approach to prevent VAW & improve supports for survivors

Provincial campaign:

develop and deliver training, implement public education campaigns and enhance service delivery, resources and supports



MANDATE

Provide communities with tools and strategies to prevent woman abuse through:

Recognizing the warning signs of woman abuse and knowing what to do

Supporting / encouraging community members affected by woman abuse to start talking about the problem - **public and NOT, private matter**

Referrals to appropriate resources in the community

NFF Campaign Materials

MESSAGES

Campaign Key Messages

- 1** Neighbours, Friends and Families have a crucial role to play in preventing woman abuse
- 2** You can learn about the warning signs of woman abuse and you can learn how to help
- 3** NFF provides the tools to help, read the brochures and safety cards
- 4** Talking to abusive men is critical to ending woman abuse
- 5** Abusive behaviour won't go away on its own. There are services to help who abuse

RESOURCES

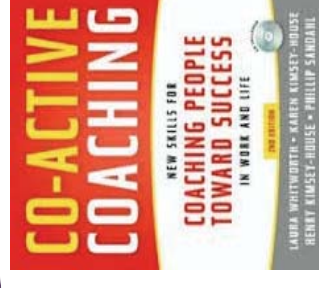
- ▶ Brochures
- ▶ Community Action Kit
- ▶ Website:
[http://
www.immigrantandrefugeenff.ca/](http://www.immigrantandrefugeenff.ca/)
- ▶ PSAs
- ▶ Documentary

“ A relationship based approach rooted in the competencies of **emotional intelligence** and the belief that **people** have an inherent desire to **strive** toward **meaningful and fulfilling goals** and will **perform at their best** when **challenged and supported** by others who act as effective **champions and coaches** for them ”

COACHES TRAINING INSTITUTE, 2009, PG.3

Today's training session is premised on an understanding that will foster a climate/culture in which trainers and trainees **interact** to **elevate** levels of learning and achievement.

This culture of co-active skills will encourage us to not only **seek opportunities** to develop ourselves but also, **challenge one another** to our fullest capacity



Co-Active Learning: An Integrated Approach

Why Co-Active Learning?

1. The belief that participants are **"naturally creative, resourceful and whole"**
2. Interacting / counseling clients



It is our hope that the **level of confidence, commitment and engagement** we establish with you **will help expand your possibilities and enhance performance** by fostering a **climate of productivity** that is **self-reinforcing**



Co-Active Learning: An Integrated Approach

Principles of Co-Active Coaching

FULFILLMENT

The satisfaction one feels about work is **meaningful** and **purpose driven**

BALANCE

Organizational **challenges / opportunities** are viewed from an **empowered** stance

PROCESS

Operating with full **engagement and awareness** of what is occurring at any given moment

The integration of these principles enhances quality and results



Co-Active Learning: An Integrated Approach

Fulfillment

- ▶ Living a life of meaning and making an impactful difference is intrinsic to life as a human being
- ▶ A sense of fulfillment is achieved when intent (**meaning**; **impactful difference**) forms your professional life and encourages you to inspire others
- ▶ Empowers learning process by engaging the person (life / work) in meaningful ways
- ▶ Primary focus is **no longer** on identifying obstacles and solving problems.
Envisioning desired outcomes receives greater emphasis than diagnosing past mistakes

Co-Active Learning: An Integrated Approach

TASK ORIENTED ISSUES

- ▶ Problem Solving
- ▶ Critique
- ▶ Diagnosis
- ▶ Obstacle Removal



FULFILLMENT PRINCIPLES

- ▶ Creativity
- ▶ Innovation
- ▶ Vision
- ▶ Value / Appreciation



Encourages us to operate with

Addressed by businesses

balanced skills

Co-Active Learning: An Integrated Approach



Enables individuals, communities, organizations, societies by:

1. Bringing forth a greater alignment to a collective, or core purpose
2. Expanded sense of possibility and agency to impact the future
3. Sustained focus on values that matter most

APPLICATION TO NFF:
As a collective, we

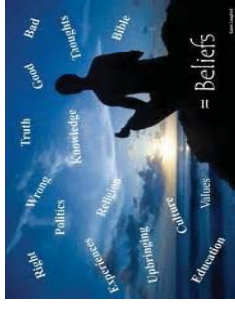
1. Help raise awareness about violence against women;
2. We explore possibilities and ways in which we can impact the future by ending violence against women; and
3. Continue to maintain this ongoing focus



Co-Active Learning: An Integrated Approach

Balance:

- ▶ Individuals / clients **discover their level of agency**, allowing them more capacity to view circumstances, opportunities, or challenges in ways that create possibility and provoke strength and identification of concrete and powerful actions to move forward
- ▶ **Assumptions / beliefs** dictate how you view yourself and the world around you
- ▶ Encourages a **greater awareness** about one's default look towards life / circumstances
- ▶ Supports the adoption of perspectives that fuel possibilities, strengths and actions from which to choose
- ▶ When outcomes do not match what was wanted, the key is to critically examine the underlying **values** and **assumptions**, rather than just the actions



Co-Active Learning: An Integrated Approach

How can we apply the principle of balance to the following example?

An immigrant or, refugee female victim of abuse visits a violence prevention counselor and informs her of her unfortunate, abusive reality. The counselor, having been born and/or raised in a Canadian context, with exposure to feminist understanding, stresses the importance of leaving and seeking refuge at a shelter. The immigrant or, refugee woman refuses to follow the counselor's suggestion because of her conditioning. Both parties are now at a standstill.



Co-Active Learning: An Integrated Approach

As a service provider, when you offer **greater awareness**, the client becomes more able to choose perspectives that serve to **empower** and provide **greater possibility**, rather than limit or constrain them. This approach establishes a strong platform from which people can **exercise choice** and make **responsible** and **accountable commitments** to taking action.



Co-Active Learning: An Integrated Approach

Process:

- ▶ As we navigate the challenges of the workplace, aspects that are unpleasant / difficult are pushed aside, ignored, or denied
- ▶ This principle emphasizes the **state of being** and **individual identity**
- ▶ Focusing on experiences of **full engagement** (individual / surrounding world) in any given moment
- ▶ Awakening of the senses (thinking; feeling; acting; imagining)
- ▶ Expression of your **authentic self** fosters interconnection with others
- ▶ Encouraging a greater chance of **successful outcomes**
- ▶ Proactive engagement promotes resourcefulness

Co-Active Learning: An Integrated Approach

The Power of Relationship

- ▶ Client is valued and encouraged to focus on development that is **relevant** and **meaningful**
- ▶ As a counselor, you view and interact with your client as **multi-faceted** human beings

Let's revisit the previous scenario:

- ▶ **Self-Awareness:** examine values / assumptions
- ▶ **Client as multi-faceted human being:** How does the client's race, gender, class, citizenship status, sexual orientation, etc intersect? How have these "interlocking systems of oppression" dictated conditioning and reasoning for opposing the shelter?



Co-Active Learning: An Integrated Approach

Your role as Counselor:

1. Create an environment where learning flourishes (inspiring; meaningful; encouraging)
2. Empower the relationship: client / counselor are both consciously and intentionally supporting achievement
3. Establish a context around which learning experiences are built (multi-faceted human being)
4. Provide a balance of **support** and **challenge** that inspires **self-reinforced** thinking in everyday life



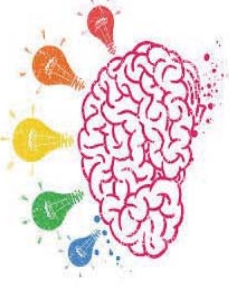
Challenges Impacting Spousal Relationships

Why consider **CULTURE**?

- ▶ Shapes experiences of violence
- ▶ Shapes the victim/survivors response to intervention / support
- ▶ Shapes the perpetrators response to intervention / responsibility
- ▶ Shapes access to & utilization of services



Challenges Impacting Spousal Relationships



EXERCISE

Please read the scenario provided and in your group, discuss:

- 1. Are there any signs of violence? If yes, what are they?*
- 2. What are some of the barriers to safety the woman is facing in Canada?*

Challenges Impacting Spousal Relationships

INTEGRATION / ADAPTATION TO A NEW LIFE IN CANADA

- ▶ Some women come from societies that maintain men in a position of authority (physically dominate partner with no repercussion)
- ▶ **THIS IS NOT THE CASE IN CANADA.** We do not condone VAW and hold perpetrators accountable
- ▶ When **POWER** and **CONTROL** are jeopardized, these men may resort to violence

FIRST TIME EXPOSURE TO ABUSE AND A LACK OF UNDERSTANDING REGARDING HOW TO END IT

- ▶ Some women come from close-knit communities that regulate limits to male authority
- ▶ Economic and social pressures lead to 1st-time experience of abuse
- ▶ Unfamiliarity with how to confront the abuse

Challenges Impacting Spousal Relationships

CITIZENSHIP STATUS

- ▶ Many women enter as **SPONSORED** or **DEPENDANTS**
- ▶ Status affects access to legal protections – Influences risk for domestic violence
- ▶ Perpetrator exercises **POWER & CONTROL** by using status to threaten with deportation
- ▶ Many of these women are unaware of (1) how the legal system works; (2) the legal protections available to them; and (3) the importance of gathering evidence of abuse
- ▶ May choose not to report it out of fear that their partner, they or, their children may be deported

ECONOMIC DEPENDENCE ON SPOUSE

- ▶ Includes denying / restricting her access to family finances, often including her own paycheque; not supporting / respecting her job; harassing her about her job (lack thereof); forbidding her from attending employment workshops/training intended to develop her knowledge and skill sets
- ▶ Similarly, if the woman is working **WITHOUT** a permit, her partner may threaten to report her to the authorities – prevent economic independence & maintain ongoing fear

Challenges Impacting Spousal Relationships

ISOLATION FROM SUPPORT NETWORKS

- ▶ Moving to Canada encourages isolation from family and community social networks
- ▶ Difficulty establishing social networks in Canada – restricted to the home / gaining employment
- ▶ WITHOUT a social network, perpetrator will NOI be challenged OR, held accountable
- ▶ Consequently, some established social networks may condone / contribute to domestic violence – “private” matter; abandon/disown; stigmatize victim for bringing shame to the family

RELUCTANCE TO REPORT ABUSE BECAUSE OF RECEPTION FROM ETHNO-RACIAL COMMUNITY

- ▶ When religious and social beliefs frown upon family breakups, an immigrant woman is again, further victimized - shunned / blamed for abusive behaviour

Challenges Impacting Spousal Relationships

LANGUAGE PROFICIENCY (LACK THEREOF)

- ▶ Those who enter as SPONSORED or DEPENDANTS (majority are adult women), arrive with limited fluency in English
- ▶ Lack of English / French proficiency encourages vulnerability – perpetrators forbid partners from taking English classes in efforts to **ISOLATE** and **REDUCE** access to employment

UNFAMILIARITY WITH CANADIAN LEGAL SYSTEM

- ▶ MOST of these women are unfamiliar with Canada's legal system
- ▶ They may have a general distrust of the police and court system – believe neither can protect them

Challenges Impacting Spousal Relationships

UNSUBSTANTIATED THREATS BY THE ABUSER

- ▶ Perpetrator may misinform partner about her rights and status
- ▶ **INTIMIDATION** and **THREATS** encourage fears of deportation, losing children to CAS

LACK OF TRANSLATION / INTERPRETATION SERVICES IN PARTICULAR AREAS

- ▶ She may seek assistance from a VP counselor – lack of translation/interpretation services results in failure to receive support
- ▶ She may resort to her language-specific contacts BUT will often NOT disclose the abuse – fear that partner will find out
- ▶ The victim / survivor AND service provider may not be aware of interpretation / translation services – risk inappropriate referrals



“

Effective cultural competency requires an awareness of how conscious and unconscious racial and/or ethnic stereotypes, biases and assumptions impact service delivery.

”

(Degannes, C.)

EXERCISE: Write down stereotypes associated with the racial, cultural, identity, or ethnic groups hung on the wall

Disclaimer: We recognize that this exercise is uncomfortable but DOES NOT reflect your personal understandings. Rather, it reflects your previous exposure to particular understandings

DISCUSSION

1. Were any of the stereotypes posted on the groups that you identify with, or belong to?
2. Did you notice any stereotypes that you personally have for any of the groups posted?
3. Were positive as well as negative stereotypes posted?
4. How might positive stereotypes be problematic?
5. How does hearing these stereotypes about each group make you feel?
6. What is it like to hear these stereotypes about the group(s) you identify with?
7. How might these stereotypes impact service provision?



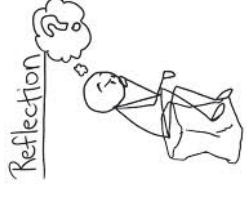
REFLECTION

What was the purpose of this exercise?

- Awareness of unconscious cultural stereotypes
- Awareness of the potential impact of unconscious stereotypes on service delivery

Conscious / unconscious stereotypes, biases and assumptions made by service providers contributes to:

1. Further victimization
2. Providing services that are not culturally appropriate
3. Encouraging discrimination and exclusion
4. Break down in trusting relationships that are built on respect, diversity and equity
5. Lack of understanding of the challenges/opportunities affecting particular communities
6. Limiting your access to culturally diverse businesses, religious groups and organizations



ADDITIONAL BARRIERS



MAINTAINING AN ETHNOCENTRIC VIEW

MAINTAINING OPPRESSIVE VIEWPOINTS

I.E. RACISM, SEXISM, ABLEISM, AGEISM

INSENSITIVITY TO ISSUES IMPACTING MULTICULTURAL ABUSED WOMEN

I.E. FGM, WAR CRIMES, ARRANGED MARRIAGES, ETC.

PROVIDING SERVICES BY DICTATES OF PERSONAL VIEWPOINT

ACTING LIKE AN AUTHORITY FIGURE WHO MAKES ALL THE DECISIONS FOR HER

GENERALIZING HER NEEDS AND THE COMMUNITY SHE IDENTIFIES WITH

EMPLOYING SAFETY PLANNING MEASURES THAT DO NOT ADAPT TO HER CULTURE

I.E. SHELTERS

EXPRESSING FRUSTRATION BECAUSE SHE MAY BE RELUCTANT TO LEAVE HER ABUSIVE RELATIONSHIP

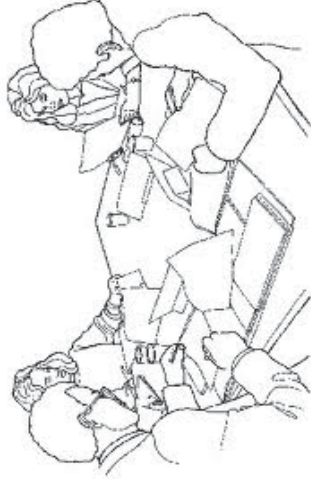
REFERRING HER TO AN AGENCY WITHIN HER COMMUNITY WHEN SHE MAY NOT WANT HER ISSUES TO BE KNOWN BY HER COMMUNITY

IMPOSING YOUR VALUES AND BELIEFS ON HER BECAUSE YOU DEEM HER CULTURE INFERIOR TO YOURS

EXERCISE

Four “Case Studies” have been distributed

1. “Why don’t you just take something?”
2. “Everything you need to know about...”
3. “Too sensitive”
4. Sexuality in the social service setting



Please read the case study with your group and answer the questions provided

So what can I do to ensure an effective,
culturally sensitive response when providing
services for newcomer women?



What is CULTURAL COMPETENCE?

“Cultural or ethnic competence refers to the development of skills that help people behave in a culturally appropriate way with a given group, demonstrating both sensitivity to cultural differences and the use of appropriate cultural symbols when interacting and communicating with members of diverse populations. It involves the acceptance of ethnic differences in an open, genuine manner, without condescension and without patronizing gestures”. (Sujata, 2000)



Ensuring Effective, Culturally Sensitive Responses:

- ✓ Learn and recognize the experiences of women from different countries (i.e. political/social realities).
- ✓ Be sensitive to her religion, faith, customs, values, beliefs, etc.
- ✓ Be objective when attempting to understand cultural/community factors that may impact her choices.
- ✓ Respond to the issues of domestic violence in accordance to facts, rather than a personal belief system that may reflect stereotypes.
- ✓ Offer non-judgemental services that encourage self-empowerment.
- ✓ Use appropriate language (i.e. “undocumented” vs. “illegal”) in order to minimize fear, discomfort and the possibility of further victimization.
- ✓ Allow her opportunities to speak and listening without the presumption that she cannot understand English as a non-native speaker.

Ensuring Effective, Culturally Sensitive Responses:

- ✓ Maintain ongoing dialogue with her as well as her family, community, etc.
- ✓ Build a relationship of trust that is sensitive to her decision-making (i.e. her decision to stay in an abusive situation)
- ✓ Gather information from her and ask sensitive questions (i.e. What is it like to talk about this problem in your community?)
- ✓ Do not accept culture as an explanation for domestic violence (i.e. “This is how women are treated in my culture”) because in this case “culture” being described is rooted in patriarchy, sexism and violence against women.
- ✓ Validate her strengths (i.e. “It took a lot of courage for you to share your experiences and I thank you for that. We have support networks in place to help assist you”.)
- ✓ Negotiate the acceptance of a different set of values. This takes time and patience.

Assessing Personal Cultural Awareness & Competencies in Service Provision

1. How do my belief systems, behaviours & attitudes impact the service I provide?
2. Does a client's ethno-racial background dictate my service provision therein?
3. Do I believe the woman is an expert in her own life?
4. Do I recognize what the woman is going through?
5. How frightened is she of her partner?
6. Do I have the culturally sensitive skill sets required to assist her?
7. Is there someone else within the organization that may be better suited to assess whether this woman is a victim of abuse?
8. Do I know what steps to take?
9. Do I recognize the woman as a multifaceted person who may be experiencing simultaneous barriers worsening her situation?

ASK!



Exercise



As a group, let's suggest a checklist that could be used when working with abused immigrant and refugee women

EXAMPLE

What is her immigration status? Would she be in jeopardy of losing it?



CHECKLIST

- ▶ Provide an opportunity for the woman to **define herself** and current situation. In a non-judgemental way, establish how her social, cultural and religious background might be impacting her situation.
- ▶ When speaking with her, do you understand what she is saying or, is it getting lost in translation?
Does she need translation / interpretation services?
- ▶ Seek to understand what it is that she needs and ask if the options provided are feasible
- ▶ Is short or long-term assistance required?
- ▶ **Is she requesting general information?** (IE. legal; resources available; language specific support groups; Children's Aid Society; signs/risk factors associated with violence against women; housing; shelter; financial assistance, etc).
- ▶ **Inform the woman of existing options** that can help assist her. This includes providing explanations because in most cultures, communication is done in an oral rather than written format. If providing a pamphlet / document, for example, it is prudent to first explain what is important in the pamphlet / document.



Question & Answer Period

NOTE: If the facilitators do not have an answer to your question,

1. We will be sure to get back to you with the requested information
2. We encourage our participants to draw on their professional experiences to help encourage co-active learning



THANK YOU

True / False (Circle one)	Multiple Choice (Circle one)
Woman abuse occurs more often among certain groups of people True False	On average, what is the rate that women are killed by their intimate partners? A. One out of every 15 days B. One out of every 6 days C. One out of every 10 days D. One out of every 20 days
Most sexual assaults happen between people who do not know each other True False	How many arrests in Canada result from domestic violence each year? A. 5,000 B. 20,000 C. 40,000 D. 30,000
Women are much more likely to be assaulted by a stranger or someone from outside their family True False	Each year, Canadians collectively spend \$_____ to deal with the aftermath of spousal violence A. 10 million B. 100 million C. 7.4 billion D. 5.4 billion
Pregnant women are free from the violent attacks of the men they live with True False	What percentages of women who experience sexual assault report it to police? A. 30% B. 10% C. 49% D. 62%
Children who grow up in violent homes become violent when they are adults True False	What percentages of police-reported domestic assaults are against women? A. 65% B. 35% C. 22% D. 83%
Men who assault their partners are mentally ill True False	According to both, police-reported and self-reported data, women aged _____ are at a much higher risk of violent victimization A. 15-24 B. 25-34 C. Under 15 D. 35-44
Women remain in abusive relationships because they want to stay True False	Annually, how many children in Canada witness or experience family violence A. 54,000 B. 13,000 C. 543,000 D. 362,000

Scenario One

Rula is an undocumented woman from the Middle East. Her application for refugee status has been refused, as has her husband's. They have remained in Canada and are living in the Greater Toronto Area (GTA).

Rula's husband is working for a subcontractor who pays him in cash. He speaks English and, though they are living "underground", he has made a few friends at work who are also undocumented workers.

Rula's husband insists that he control all their finances and does not allow Rula to find any work outside the home. Rula does not speak English, but her husband will not permit her to go to English as a Second Language (ESL) classes, which are offered at a community agency close to their apartment building, where documentation is not required. He tells her that because she has no status, she can be picked up by the police at any time and deported. When she tells him that he too is in a vulnerable position, legally, he accuses her of trying to undermine his confidence, and shouts at her, saying she does not understand the Canadian legal system as he does and that she is dependent on him for her safety. When she begins to plead with him to allow her to attend ESL classes, telling him that she wants a future in Canada, he threatens to leave her stranded and alone if she does not stop pestering him. He begins screaming at her and grabs a framed photograph of Rula's sisters from the table and smashes it to the floor. Rula is terrified by this and hurt that he would destroy something that means so much to her. She stops talking and does not react to her husband's act, fearful for her physical safety. Her husband calms down and offers to prepare dinner for both of them. Throughout the evening, Rula is on her guard, expecting that at any moment, with no provocation, her husband will become violent again.

Questions for Discussion

1. Are there any signs of violence? If yes, what are they?
2. What are some of the barriers to safety that Rula is facing in Canada?

Source: OCASI, 2006. "Prevention of Domestic Violence against Immigrant and Refugee Women". Toronto, Ontario. Pg. 46-50.
Available at: <http://www.ocasi.org/index.php?qid=946>



Scenario Two

Chen is a recently landed immigrant from Hong Kong. She lives with her husband and his father in downtown Toronto. Chen does not speak English and is dependent on her husband and his father, who have come to Canada with some money to invest in a business they hope start. Both men speak fluent English and spend much of their time outside the home. Sometimes Chen's husband brings her small gifts or offers to order in take-out food for dinner so that she will not have to prepare the meal.

Chen is not permitted to leave the house, to visit with friends, or to go for doctors' appointments without her husband or father-in-law. When she is out with them and with other people, her husband or her father-in-law make fun of her cooking, joke about her appearance and her clothes, and criticize her demeanor. She does not say anything, for fear of making the situation worse for herself, and because she is terrified that she might be beaten when they get home. Chen is a devout Buddhist, but is not permitted to attend the Buddhist Temple in her area. Her husband ridicules her religion and her beliefs. The last time she pleaded with him to allow her to go to the temple, he hit her across the face with the back of his hand. He often berates her, calling her "stupid", "ignorant", and "ugly". Chen does not interact in any meaningful way with anyone other than her husband and her father-in-law.

Questions for Discussion

1. Are there any signs of violence? If yes, what are they?
2. What are some of the barriers to safety that Chen is facing in Canada?

Source: OCASI, 2006. *"Prevention of Domestic Violence against Immigrant and Refugee Women"*. Toronto, Ontario. Pg. 46-50.
Available at: <http://www.ocasi.org/index.php?qid=946>



Scenario Three

Sophia is a 78-year-old landed immigrant who recently came to Canada from Poland under the family reunification program. She lives with her daughter and her son-in-law and their two young children. Her daughter and son-in-law speak Polish and are fluent in English, as are the children. The language spoken in the home is English, and she is only spoken to in Polish if they need something from her. It is difficult for her to get out of the house because neither her daughter nor her son-in-law will take her out unless she has a doctor's appointment. At the doctor's office, they belittle and insult her in front of other patients, the receptionist, and the doctor. She does not know the outcome of these visits because the discussions about her health are in English and when she asks her daughter or her son-in-law to interpret for her, they tell her they will explain it to her at home but they never do.

Sophia's expenses are paid from a trust fund that her son-in-law has set up. The money is from her late husband's estate. She has no control over the fund and is never shown any statements or account records. Her family does not give her any spending money and she is not allowed to make any finance-related choices. Sometimes when her family goes out for the evening, she is locked in her room. She is told it is for her own good. She would like to spend time with her grandchildren but is told she is too old to look after them. Her son-in-law has told her that her grandchildren don't like her and that she embarrasses them. She believes that her doctor gave her son-in-law a prescription for her for a heart condition, but he has not had it filled. Lately, she has been left alone more frequently, often locked in her room. She believes that she is a capable, intelligent woman, but it is becoming extremely difficult for her to cope. She is increasingly depressed and afraid for her safety.

Questions for Discussion

1. Are there any signs of violence? If yes, what are they?
2. What are some of the barriers to safety that Sophia is facing in Canada?

Source: OCASI, 2006. "*Prevention of Domestic Violence against Immigrant and Refugee Women*". Toronto, Ontario. Pg. 46-50.
Available at: <http://www.ocasi.org/index.php?qid=946>



Scenario Four

Neema is an immigrant woman of colour. Her first language is Arabic and she is fluent in English and French. She has worked hard to get her certification as a medical technician, has a job she likes, and her contribution to her family's income is essential. Both her teenage children are in school and hope to go to university.

Neema's husband does seasonal construction work. He insists that he and Neema keep joint chequing and savings accounts, and Neema's monthly pay is deposited directly into the account. He does not allow her signing privileges on cheques, and she can only have access to any money she needs through him.

When he is not working, he likes to spend time with friends, including women friends, and often comes home late at night. He expects that there will be a meal kept warm in the oven for him, whatever time he arrives. The last time he came home late and there was no dinner prepared for him, he rampaged through the house at 2.00 a.m., tearing books from the shelves and breaking dishes. When Neema came down to try to stop him, he attacked her with a knife, forcing her to run out into the street to get away from him. She was finally able to get some help from a neighbour, who offered to call the police. Neema did not want to get the police involved. She had tried before to get help from the police, but they did not take her complaint seriously. On this particular night, concerned about leaving her children alone with her husband, she made her way back into the house and found him passed out on the kitchen floor. The next morning he was contrite and apologized, claiming he did not remember anything about the knife attack. That night, he came home for dinner and helped wash the dishes.

Lately, Neema's husband has been phoning her at work several times a day and her supervisor is concerned about it and has asked her to put a stop to it.

He has also shown up at work a few times in the past couple of weeks, sometimes meeting her at the end of her shift, sometimes watching her from a distance. He has insisted that he choose what clothes she will wear to work, claiming that she dresses in a provocative way and accusing her of having an affair with one of her co-workers. He has started to demand that she account for every hour of her time away from her workplace.

He has threatened to force her to quit her job, insisting that he can support his family without her help and that her place is at home with her children. When she reminds him that her income is essential at this time in their lives, he usually responds with a smack across the face. Last week she had to cover up bruises on the side of her face with makeup before she left for work. She very much wants to keep her job but is beginning to feel that it might be better if she quit. That way she can stay at home, like her husband wants her to do. Maybe then he'll stop his violent outbursts and attacks.



Questions for Discussion

1. Are there any signs of violence? If yes, what are they?
2. What are some of the barriers to safety that Neema is facing in Canada?

Source: OCASI, 2006. *“Prevention of Domestic Violence against Immigrant and Refugee Women”*. Toronto, Ontario. Pg. 46-50.
Available at: <http://www.ocasi.org/index.php?qid=946>



Case Study 1: “Why don’t you just take something?”

For the last couple of months, Zara has contemplated reaching out to a violence prevention counselor. Her partner has been both, physically and verbally abusive. Despite the wishes of her immediate family, who have referenced “family shame” as a reason not to seek support, Zara consults with her colleagues at work and decides that she should connect with a violence prevention counselor. Her colleagues have supported and encouraged her decision making process over the last couple of months. So much so that in the beginning, they all encouraged her to leave but respected her decision to stay and continued to support her along the way.

When she informed her colleagues that she had made the decision to speak to a violence prevention counselor, they supported her decision and provided her with a list of resources / contacts from which to choose. Once she decided on the best option that suited her needs, they supported her when she made the call and accompanied her to her first appointment.

Zara has now seen the violence prevention counselor three times. She had scheduled her fourth appointment but on the day of, phones the counselor and informs her that she will not be able to attend because she has a terrible cold. The telephone conversation follows:

Counselor: “Why don’t you just take something so you can feel better?”

Zara: “It’s Ramadan so I can’t take anything. I’m fasting between sunrise and sunset”.

Counselor: “But you’re sick and I had really important information to give you. I really don’t think anyone would mind if you took a Tylenol!”

Zara: “I’m afraid I can’t.”

Counselor: “Fine, but that’s just silly!”

Questions to Consider:

1. How do you feel about the way the counselor handled the situation?
2. Why do you think the counselor responded in this manner?
3. If you were the counselor in this situation, what would you do?
4. How do you think Zara feels?
5. How might you increase your understanding of this situation?

Case Study 2: “Everything you need to know about...”

A Chinese client has been referred to a violence prevention counselor. The counselor, focusing on effective and sensitive counseling techniques, decided to find out about the Chinese culture. She goes to her computer and types the words “Chinese Culture” into the Google search engine and looks at, what she considers to be, a very helpful website called “Everything you need to know about the Chinese culture”. The counselor then prepares herself for the session based on the information she learned about Chinese people on the internet.

When the time comes, the counselor is surprised to see that the information provided on the internet does not work particularly well when counseling the client. For one, she finds it disrespectful that the client never makes eye contact with her and nods at everything she says. Her first reaction is to question the client. “Do you even understand what I’m saying?” Why aren’t you looking at me?” The client continues to nod and look down.

Questions to Consider:

1. How do you feel about the way the counselor handled the situation?
2. Why do you think the counselor responded in this manner?
3. If you were the counselor in this situation, what would you do?
4. What are the dangers in making generalizations about a culture?
5. How might you find out about other cultures without generalizing?

Case Study 3: “Too Sensitive?”

During a workshop on domestic abuse, a violence prevention counselor initiated an activity in which the participants broke out into groups to work on various case studies. The topics included: “educating Muslim women on barbaric cultural practices”; “effectively dealing with an illiterate newcomer”; and “language difficulties with uneducated immigrant women”.

Several Muslim, newcomer and immigrant women were represented in the workshop and were upset by the stereotypical nature of the case studies used. The counselor had used these case studies in the past without incident and responded to the complaints by saying the participants were being “too sensitive”.

Questions to Consider:

1. How do you feel about the way the counselor handled the situation?
2. Why do you think the counselor responded in this manner?
3. If you were the counselor in this situation, what would you do?
4. How do you think the participants feel?
5. How could the case studies be presented more effectively?



Case Study 4: Sexuality in the Social Service Setting

Zoona, a 21 year old female client at XYZ agency, says: “There is something important I want to talk about.” She has come to speak to a counselor, who has been working in the field for over 20 years, to talk about her sexuality. She thinks she might be a lesbian. She has sought services at this agency for some time and feels she can speak openly with the counselor.

Zoona’s reasoning for thinking she may be a lesbian is based on an encounter she had two weeks ago when she went away for the weekend with her friends. That night, the girl she shared a room with, kissed her. To her surprise and shock, she enjoyed it and found herself attracted to this girl. She is now confused and has told no one else about this.

The counselor tells Zoona that her confusion with sexuality goes against her individual moral/religious beliefs and informs her that she will happily refer Zoona to another counselor that can help her with her “problem”.

Questions to Consider:

1. Why do you think the counselor responded in this manner?
2. How might this situation have been more effectively dealt with?
3. If you were the counselor’s colleague, what feedback would you give her about her handling of this client?
4. How would you provide this feedback in a culturally sensitive manner?



GENERAL HANDOUT ONLINE TRAINING INITIATIVES

NOTE: The following list of FREE online training initiatives in the area of violence against women has been made possible through the works of the Canadian Network of Women's Shelters & Transition Houses (<http://endvaw.ca/>)

SOURCE	LINK	GENERAL INFORMATION
Ontario Association of Interval and Transition Houses Training Portal	http://www.oaith.ca/	Training topics include: Risk Assessment, Technology & Women Abuse; VAW Practice, and Harm Reduction.
Making Connections: When Domestic Violence, Mental Health and Substance Use Problems Co-Occur	http://dveducation.ca/makingconnections/	Training topics include: Domestic Violence, Mental Health and Substance Use; The Complexities of Co-occurring Problems; Collaborating Across Disciplines, Sectors, and Locations and Self Care and Compassion Fatigue.
Office for Victims of Crime Training (U.S. Department of Justice) and Technical Assistance Center- Sexual Assault Counselor /Advocate Training	https://www.ovcttac.gov/saact/module_toc.cfm	Training topics include: Intervening with individuals in a crisis; Advocacy/counseling; The realities and impact of sexual assault; Procedures to following common situation; Techniques to support recovery and compassion fatigue and self-care.
Office for Victims of Crime (U.S. Department of Justice) Training and Technical Assistance Center Victim Assistance Training	https://www.ovcttac.gov/views/TrainingMaterials/dspOnline_VATOnline.cfm	Training topics include: Acquiring the basic skills and knowledge needed to better assist victims of crime.
End Violence Against Women International Online Training Institute	http://olti.evawintl.org/Default.aspx?ReturnUrl=%2f	Training topics include: Criminal justice and community response to sexual assault.
Western Education Centre for Research & Education on Violence Against Women and Children	http://onlinetraining.learningtoendabuse.ca/	Training topics include: Assessment and management of risk for domestic violence; contextual issues related to newcomers, women with disabilities, children, and workplaces; sharing information and promoting collaboration; plans for implementation in respective systems and disciplines.
Human Trafficking: Canada is Not Immune – Online Training by BC Ministry of Justice	http://www.pssg.gov.bc.ca/octip/training.htm	Training topics include: How to recognize, protect and assist a person who may have been trafficked.
Springtide Resources – Improving Access to Violence Against Women Services for Women with Disabilities	http://www.springtideresources.org/resource/aoda-e-learning-improving-access-violence-against-women-services-women-disabilities	Training topics include: Understanding the accessibility for Ontarians with Disabilities Act and the Customer Service Standard; communicating and interacting with people with disabilities; serving persons who use service animals; support persons or assistive devices and accessibility at your agency.
Ontario Council of Agencies Serving Immigrants Family Violence Against Immigrant & Refugee Women: Community Development Strategies	http://learnatwork.ca/	Training topics include: Addressing the need to enhance domestic violence prevention strategies to reach immigrant and refugee women, including women without legal immigration status, trafficked women and women from racialized low-income communities.
Ontario Council of Agencies Serving Immigrants Family Violence and Refugee and Immigration Law	http://learnatwork.ca/	Training topics include: Basic immigration and refugee law concepts relevant in the context of family violence, immigration and refugee law obstacles; legal solutions for victims.



Cultural Awareness, Competency And Domestic Violence Against Immigrant & Refugee Women: **Things To Consider**

CO-ACTIVE COACHING

- ✓ The client is interacted with as a multi-faceted human being, who is valued and encouraged to focus on development that is meaningful and relevant to them
- ✓ The recognition of clients as “naturally creative, resourceful and whole” contributes to a climate of productivity that is self-reinforcing
- ✓ Empower the client/counselor relationship by balancing a level of support and challenge that expands capabilities, supports achievement & is built on trust

CHALLENGING CIRCUMSTANCES

- ✓ Integration / adaptation to a new life in Canada
- ✓ First time exposure to abuse and a lack of understanding on how to end it
- ✓ Citizenship status
- ✓ Economic status
- ✓ Isolation from support networks
- ✓ Reluctance to report abuse
- ✓ Levels of English language proficiency
- ✓ Unfamiliarity with Canadian legal system
- ✓ Unsubstantiated threats by partner
- ✓ Lack of translation / interpretation services in particular areas

EMPLOYING CULTURALLY SENSITIVE RESPONSES

- ✓ Reflect cultural knowledge/awareness that is non-judgemental
- ✓ Be sensitive to the beliefs and values of the woman
- ✓ Employ cultural and religious sensitivity
- ✓ Be cognizant of your own personal attitudes, beliefs, values and biases
- ✓ Be objective in your attempt to understand cultural factors
- ✓ Respond to the issues of domestic violence in accordance with facts
- ✓ Assess whether short or long-term assistance is required
- ✓ Use appropriate language
- ✓ Build a relationship of trust that is sensitive to the decisions she makes
- ✓ Encourage the woman to define herself and her current situation
- ✓ Negotiate the acceptance of a different set of values
- ✓ Validate her strengths
- ✓ Recognize that the woman is an expert in her own life
- ✓ Recognize that the woman is a multifaceted human being
- ✓ Assess your capabilities to assist her
- ✓ Provide options / resources that are culturally appropriate, feasible & understandable

RESOURCES:

Co-active Coaching: http://www.co-active-coaching.de/uploads/media/Why_Co-Active_Coaching_wp_short_version_02.pdf.

CRIAW - Immigrant & Refugee Women Fact Sheet: <http://www.criaw-icref.ca/sites/criaw/files/Immigrant%20%26%20Refugee%20Women%20Factsheet.pdf>.



HELPLINE SERVICES

SOURCE	LINK
211 Toronto	http://www.211toronto.ca/
Assaulted Women's Helpline	http://awhl.org/ 1-866-863-0511
Fem'aide Crisis Line	http://femaide.ca/
Male Survivors of Sexual Abuse Provincial Crisis and Support Line	http://www.attorneygeneral.jus.gov.on.ca/english/ovss/male_support_services/default.asp 1-866-887-0015
Mental Health Helpline	http://www.mentalhealthhelpline.ca/ 1-866-531-2600

SHELTER / HOUSING SERVICES

SOURCE	LINK
Canadian Network of Women's Shelters & Transition Houses	http://endvaw.ca/
Ontario Association of Interval and Transition Houses (OAITH)	http://www.oaith.ca/
Shelters for Abused Women Ontario	http://www.211ontario.ca/topic/Ontario/ORGANIZATION/fht261/Ontario



RESEARCH / EDUCATION RESOURCES

SOURCE	LINK
Canadian Association of Sexual Assault Centres (CASAC)	http://www.casac.ca/
Canadian Research Institute for the Advancement of Women (CRIAW)	http://www.criaw-icref.ca/
Centre for Research & Education on Violence against Women & Children (CREVAWC)	http://www.learningtoendabuse.ca/
Disabled Women's Network Ontario (DAWN)	http://dawn.thot.net/
Education Wife Assault	http://www.womanabuseprevention.com
Ethno-Racial People with Disabilities Coalition of Ontario	http://www.ryerson.ca/erdco
Immigrants & Refugees Need to Know about Domestic Abuse	http://www.settlement.org/sys/faqs_detail.asp?faq_id=4001342
Make it Our Business	http://www.makeitourbusiness.com/
Metropolis	http://canada.metropolis.net/index_e.html
Miss G Project	http://themissgproject.wix.com/index_new#%21
National Resource Centre on Violence against Women	http://vawnet.org
Neighbours, Friends & Families	http://www.neighboursfriendsandfamilies.ca/index.php
Ontario Coalition of Agencies Serving Immigrants	http://www.ocasi.org/
Peel Committee Against Women Abuse	http://www.pcawa.org/
Queer Library Resource Centre	http://www.outontheshelf.ca/
The Metropolitan Action Committee on Violence against Women and Children (METRAC)	http://www.metrac.org/
Women's Web	http://www.womensweb.ca/



HEALTH SERVICES

SOURCE	LINK
Canadian Women's Health Network	http://www.cwhn.ca/en
Centre for Addiction & Mental Health (CAMH)	http://www.camh.ca/en/hospital/Pages/home.aspx
Ontario Women's Health Network (OWHN)	http://www.owhn.on.ca/
World Health Organization (WHO)	http://www.who.int/en/
Ontario Coalition of Rape Crisis Centres (OCRCC)	http://www.sexualassaultsupport.ca/
Ontario Network of Sexual Assault / Domestic Violence Treatment Centres	http://www.sadvtreatmentcentres.ca/

LEGAL SERVICES

SOURCE	LINK
Community Legal Education Ontario (CLEO)	http://www.cleo.on.ca/en
Criminal Injuries Compensation Board	http://www.cicb.gov.on.ca/en/index.htm
Family Law Education for Women	http://onefamilylaw.ca/
Ontario Women's Justice Network (OWJN)	http://www.owjn.org/
Restraining Orders	http://www.attorneygeneral.jus.gov.on.ca/english/family/guides/restraining_order/
The Canadian Council for Refugees	http://ccrweb.ca/
The Schlifer Clinic	http://schliferclinic.com/

GOVERNMENT RESOURCES

SOURCE	LINK
Citizenship & immigration Canada	http://www.cic.gc.ca/english/
Canadian Women's Foundation	http://www.canadianwomen.org/
Ministry of the Attorney General	http://www.attorneygeneral.jus.gov.on.ca/english/programs.asp#crisisAssistance
Ontario Women's Directorate	http://www.citizenship.gov.on.ca/owd/english/
The Status of Women Canada	http://women.gc.ca



Preliminary Threat Assessment Exercise – Kim’s Story

The supervisor from the scenario has a SNCit conversation and Kim reveals more information:

Kim moved with Reyt last year so that she could take this job. She left everyone she knew behind in Vancouver. She has been friendly with a few of coworkers, but hasn’t made any friends outside work. Reyt is still looking for full-time work as a math teacher, he is picking up a few hours here and there as a substitute teacher. She loves her job and will do anything to protect it. If she thinks her personal situation will jeopardize the job, she will deny that anything bad is happening. She doesn’t believe she needs help – she can handle what is happening. She doesn’t see herself as abused; she is just going through a rough patch with Reyt.

The truth is that she is afraid. Reyt is the love of her life but the marriage has been deteriorating into ongoing arguments and name-calling. She is tired because the arguments always seem to happen late in the evening and she is getting little sleep. She is becoming more afraid of him. Since she got pregnant he has started being physically aggressive at times, last night he pushed her and she stumbled on a stair. She and Reyt have decided to separate but he is still sleeping on the couch. Reyt has agreed because he is worried about the way the relationship is going. He knows he needs to stop being so controlling, but he is having trouble managing himself. She is his only friend and support. He always apologizes after he hurts her. He is a good person going through a lot, and it doesn’t help that she has such a good job. He is a proud man. He has started to drink heavily in the evenings. He raped her once but she will tell you it’s only because he was drunk.

The separation will be hard but she wants a break and thinks it will help them both. It will be hard because they are struggling financially as a couple. They have only one car and he has been driving her to and from work. She will need to take the bus now as he wants to keep the car. She believes that Reyt is serious about finding a place to live but it seems to be taking a long time to find something. She doesn’t want to push him, it increases his stress.



Primary, Secondary and Victim-focused Domestic Violence Risk Factors

PRIMARY RISK FACTORS refer to violence or intimidation that is recent or escalating. They indicate that the perpetrator is already engaged in violence or is thinking about it. Primary risk factors encompass the following:

- Violent thoughts (images, fantasies, urges)
- Violent threats (may be vague such as If I can't have her nobody can; or explicit such as I'm going to kill her)
- Violent acts (actual or attempted physical or sexual harm)
- A pattern of fear inducing behaviour such as stalking or ongoing intimidation

SECONDARY RISK FACTORS are circumstances or conditions related to the individual or the relationship that may contribute to increased risk and violent or abusive behaviour.

VICTIM-FOCUSED RISK FACTORS are related to the victim/survivor's vulnerability and include her innate sense of danger and the complex network of needs, problems and social circumstances she faces. These factors can contribute to elevated risk for victims who already experience vulnerabilities. Although the factor "extreme fear of perpetrator," does not meet the criteria of a primary risk factor, is particularly important to pay attention to and should carry the same weight as a primary risk factor.

Primary Risk Factors (escalating or recent)	Secondary Risk Factors	Victim Focused Risk Factors
<ul style="list-style-type: none"> - History of domestic violence - Physical violence including hitting, punching, slapping, choking - Sexual violence including forced sexual acts and/or assaults during sex - Threats to kill victim - Threats or assault with a weapon - Threats or attempts to commit suicide by perpetrator - Threats to harm children - Hostage-taking and/or forcible confinement - Destruction or deprivation of victim's property - Violence against family pets - Assault on victim while pregnant - Violence outside of the family by perpetrator - Stalking 	<ul style="list-style-type: none"> - Actual or pending separation - Perpetrator was abused and/or witnessed domestic violence as a child - Perpetrator fails to comply with authority - Child custody or access disputes - Perpetrator unemployed or underemployed - Excessive alcohol and/or drug use by perpetrator - Perpetrator depressed in the opinion of family/friend or professionally diagnosed - Perpetrator experiences other mental health or psychiatric problems - New partner in victim's life - Access to or possession of any firearms - Sexual jealousy (perpetrator) - Sexist attitudes (perpetrator) - Significant perpetrator life changes - Suicidal behaviour in family of origin - Controls most or all of victim's daily activities - Attempts to isolate victim 	<ul style="list-style-type: none"> - Extreme fear of perpetrator - Inconsistent attitude or behaviour (i.e. ambivalence) - Inadequate support or resources - Unsafe living situation - Health problems - Mental health issues - Addictions (alcohol/drug abuse) - Disability - Language and/or cultural barriers (e.g., new immigrant or isolated cultural community) - Economic dependence - Living in rural or remote locations - Fear or distrust of legal authorities - Lack of awareness or distrust of mainstream services

Some risk factors may be dynamic in nature meaning that they can change over time (eg., perpetrator's mental health, substance abuse, employment). Changes in dynamic risk factors can elevate or decrease the level of risk.

Individualized Workplace Domestic Violence Safety Plan

Staff Name:

Supervisor Name:

Date Created:

Guideline	Individualized safety plan options	Action Taken
<p>Advise the victim to chronologically document all incidents including injuries, safety concerns, threats, and behaviours; previous, current and future.</p> <p>Discuss how the workplace leaders will support the employee.</p>	<p>Description of incidents</p> <p>Dates, time and locations</p> <p>Names and statements of witnesses</p> <p>Person(s) the incident is reported to</p> <p>Replies / responses of the abusive person</p> <p>Injuries sustained</p> <p>Complete a workplace incident report</p> <p>Other</p>	
Notes		
<p>Provide information with respect to legal, counseling and other resources. Update as safety conditions change.</p>	<p>Supervisor</p> <p>Human Resources / Occupational Safety</p> <p>Employee Assistance Program</p> <p>Union Representative</p> <p>Advocacy Group(s)</p> <p>www.neighboursfriendsandfamilies.ca</p> <p>Police</p> <p>Security</p> <p>Lawyer</p> <p>Other</p>	
Notes		

Guideline	Individualized safety plan options	Action Taken
Personal Safety and Security inside the workplace	Move her desk away from entrance and windows Remove her name from directories Give her unlisted phone number Change email Is there a restraining order in place? Is the workplace named? Has a copy been requested? Other	
Notes:		
Establish safe entrance and exit to and from car (Reviewing the employee's parking arrangement, Escorting)	Aware, alert and assertive while walking If sensing hazardous situation, move quickly to area with more people Change parking location, upgrade parking permit type to allow flexibility Well lit parking space, adjacent to an entrance At night, enter by guarded access door Parking space monitored by camera Escort to and from vehicle Travel by buddy system Other	
Notes		

Guideline	Individualized safety plan options	Action Taken
Establish safety by reviewing work e-mail, phone calls and social networking practices	Change telephone extension Phone with caller ID Hang up for a threatening or undesirable call Security to review recorded voice messages Print threatening or unwanted e-mail messages, do not reply, notify supervisor Change e-mail address Filter undesirable e-mails Remove name plate from door Remove name and reference to location, including phone extension from workplace internet and intranet Limit social networking Other	
Notes		
Accommodate alternative work arrangements, e.g. schedule flexibility, change in start/finish time, relocation. etc.	Change of work site Change of shift Change of department Change office location Other	
Notes		
Guideline	Individualized safety plan options	Action Taken
Establish leave provisions that allow the employee to deal with legal issues, find housing, child care – and take time to heal.	Consult with Supervisor and Human Resources Permission for a workplace liaison to call victim regularly while on leave Name of liaison _____ Flexibility in scheduling to deal with personal matters Other	
Notes		

Guideline	Individualized safety plan options	Action Taken
Develop response system if employee does not show for work	Permission for leader to call trusted person for unexpected absences Name and phone number of trusted friend or relative Name _____ Tel. _____ Other	
Notes		
Notification of workers regarding the potential for violence in the workplace	What employees and affiliates should be notified? How will they be notified? Confidentiality concerns / considerations of the victim and abuser Share information on a 'needs to know' basis Other	
Notes		
Guideline	Individualized safety plan options	Action Taken
If necessary screen for the abuser by providing a photo or description to Security	Assess areas/departments of the workplace for risk to employee or co-workers Obtain a recent picture Picture/description to security only Picture/description to security and specific department(s) Picture/description to the entire workplace Other	
Notes		

Guideline	Individualized safety plan options	Action Taken
Personal Safety and Security outside the workplace	Liaison with women's shelter and/or police Un-monitored screamer alarm Car alarm device on key tag Pre-programmed cell phone Home alarm system Community panic device Close security Other	
Notes		
Set up regular meetings to review. Notify your leader if safety concerns escalate!	Date 1 _____ Date 2 _____ Date 3 _____	
Notes		
Any additional measure (please specific)	Additional Security patrols of specific areas Trespass notice to abuser Department sign-in protocol Limit discussion of workplace incident Other	
Notes		

Employee signature_____
Date_____
Supervisor's signature_____
Date

Make it **our** business

Domestic violence is not a private matter:
We all have a role to play

SAFETY PLANNING AT WORK

A supplement to your “Neighbours, Friends and Families” brochures

Safety planning is a top priority in cases of domestic violence. Creating a safety plan involves identifying actions to increase the safety of employees who are experiencing domestic violence.

Everyone in the workplace has a role to play in helping to prevent woman abuse. Below are some safety planning suggestions that might be helpful to you:

- Ask the victim if she has had any protection orders or restraining orders. Find out if the workplace is in the orders. If there is an order, ask for a copy. Make sure that all conditions of the order are followed.
- Ask for a recent photo or description of the abuser. Show it to security and reception so they will know who to look for or screen.
- Make sure the employee does not work in locations where she is visible and easily accessible to visitors. For example, make sure she is not working at the front reception desk or near windows that can be seen from the outside.
- Make sure all records and directories that the public can access do not include her contact information.
- Offer to have a co-worker or a supervisor screen her calls.
- Give her a new phone number.
- Block the abuser’s emails from the system.
- Install a panic button in her work area.
- Give her a well-lit, priority parking spot near the building.
- Escort her to and from her vehicle or public transportation.
- Give her a cell phone with a pre-programmed 911 security feature.
- Provide information about the people and resources the employee can turn to in the workplace and community for help and support.

For more information see www.makeitourbusiness.com





Make It Our Business
 Domestic violence is not a private matter:
 We all have a role to play

Warning signs for the workplace

RECOGNIZE that a colleague may be involved in an abusive relationship. See the indications of abuse. Here are some warning signs to look for:

- Obvious injuries such as bruises, black eyes, broken bones, hearing loss — these are often attributed to “falls,” “being clumsy,” or “accidents.”
- Clothing that is inappropriate for the season, such as long sleeves and turtlenecks — also wearing sunglasses and unusually heavy makeup.
- Uncharacteristic absenteeism or lateness for work.
- Change in job performance: poor concentration and errors, slowness, inconsistent work quality.
- Uncharacteristic signs of anxiety and fear.
- Requests for special accommodations such as requests to leave early.
- Isolation; unusually quiet and keeping away from others.
- Emotional distress or flatness, tearfulness, depression, and suicidal thoughts.
- Minimization and denial of harassment or injuries.
- An unusual number of phone calls, strong reactions to those calls, and reluctance to converse or respond to phone messages. Others in the workplace may take insensitive or insulting messages intended for the colleague experiencing abuse.
- Sensitivity about home life or hints of trouble at home — comments may include references to bad moods, anger, temper, and alcohol or drug abuse.
- Disruptive personal visits to workplace by present or former partner or spouse.
- Fear of job loss.
- The appearance of gifts and flowers after what appears to be a dispute between the couple which may include physical violence.

For more information see www.makeitourbusiness.com



In efforts to gauge levels of understanding and future learning opportunities, we ask that you complete the following survey. Your responses are completely confidential, anonymous, will be reported on in aggregated format and will be referenced when measuring impact.

INSTRUCTIONS:

It is our hope that the public education and training sessions not only encouraged a better understanding in the area of violence against women but also, equipped you with professional skill sets required to successfully assist a woman experiencing abuse. This survey has been set up in the following manner: (1) Logistics; (2) Training Items; and (3) Qualitative Feedback. Please complete all sections 😊

LOGISTICS:	RATING SCALE				
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
	1	2	3	4	5
The location was accessible	1	2	3	4	5
The timing was convenient	1	2	3	4	5
The trainers were knowledgeable	1	2	3	4	5
The quality of facilitation was good	1	2	3	4	5
The content was relevant and easy to follow	1	2	3	4	5
The materials distributed were pertinent and useful	1	2	3	4	5
The trainers allowed for class participation and interaction	1	2	3	4	5
Adequate time was provided for questions and discussion	1	2	3	4	5
The public education and training sessions met my expectations	1	2	3	4	5
I will be able to apply the knowledge learned	1	2	3	4	5

TRAINING ITEMS: Please rate your level of understanding prior to and after the training sessions						
How would you rate your ...	RATING SCALE					
	LOW	MEDIUM			HIGH	
	1	2	3	4	5	
Cultural awareness	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Ability to employ cultural competency when counselling clients	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of the challenges impacting spousal relationships	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Knowledge of the challenges associated with a limited understanding of cultural awareness	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of why frontline professionals should strive for cultural competency	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of the signs and risk factors associated with violence against women	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Ability to make relevant and appropriate referrals	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Ability to offer support and connections to available resources	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5

Understanding of risk assessment as it applies to violence against women	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of risk management as it applies to violence against women	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5

QUALITATIVE FEEDBACK:

What aspects of the education / training sessions did you like the most?	
What aspects of the education / training sessions could be improved?	
Please feel free to share any other comments you may have	

Rexdale Women's Centre, alongside its provincial partners, would like to thank you for participating in our public education and training sessions on violence against women.



Violence Against Women and Mental Health Webinar

Date: Tuesday, January 19th, 2016

Time: 10:00AM – 12:00PM

Method: Webinar

Regarding: Violence Against Women and Mental Health

VIOLENCE AGAINST WOMEN

Raelene Prieto M.Ed., R.P.
Mental Health Therapist
Women's Health in Women's Hands CHC



A little about me

It is a pleasure to share with you over the next two hours

My name is Raelene Prieto,

- I am a Mother/Therapist/Counsellor/Artist/Writer/Dreamer
- I have over nine years' experience in Mental Health specializing in Cognitive Behavioural Therapy, Motivational and Strengths-Based approaches
- I have worked in Organizational Psychology, Anger Management and resolution and I am currently working with Women's Health in Women's Hands , CHC

My Philosophy:

- Every individual can harness their potential in order to create the change that they seek.

Women's Health in Women's Hands Mandate

- To provide community, mental and clinical health promotion support racialized women from the Caribbean, African, Latin American and South Asian communities in Metropolitan Toronto and surrounding municipalities.
- We are committed to working from an inclusive feminist, pro-choice, anti-racist, anti-oppression, and multilingual participatory framework in addressing the issue of access to healthcare for our mandated priority populations encompassing all the determinants of health caused by gender, race, class, violence, sexual orientation, religion, culture, language, disability, immigration status and socioeconomic circumstances.



Annual Report 2014 – 2015

Evidence Based Practice



Top 10 Reasons for Visiting WHIWH

1. Food Insecurity
2. Annual Physical/Reproductive Health
3. Depression
4. Diabetes
5. Anxiety
6. Foot Care
7. Immigration Issues
8. Hypertension
9. Prenatal Care
10. HIV/AIDS

Top 10 Countries of Origin

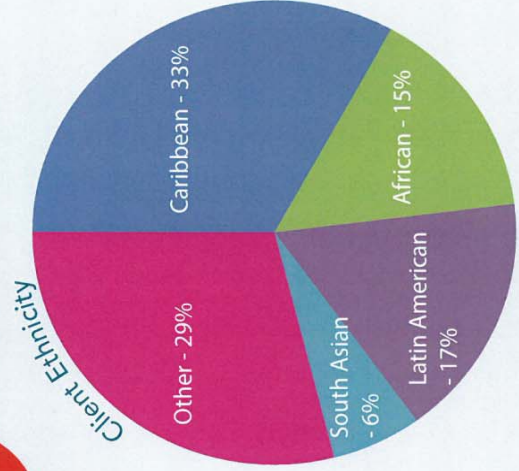
- 1 St Vincent and the Grenadines
- 2 Jamaica
- 3 Canada
- 4 Saint Lucia
- 5 Mexico
- 6 Grenada
- 7 Trinidad and Tobago
- 8 Columbia
- 9 Guyana
- 10 Nigeria

Top 5 Languages Spoken:
English
Spanish
French
Portuguese
Swahili

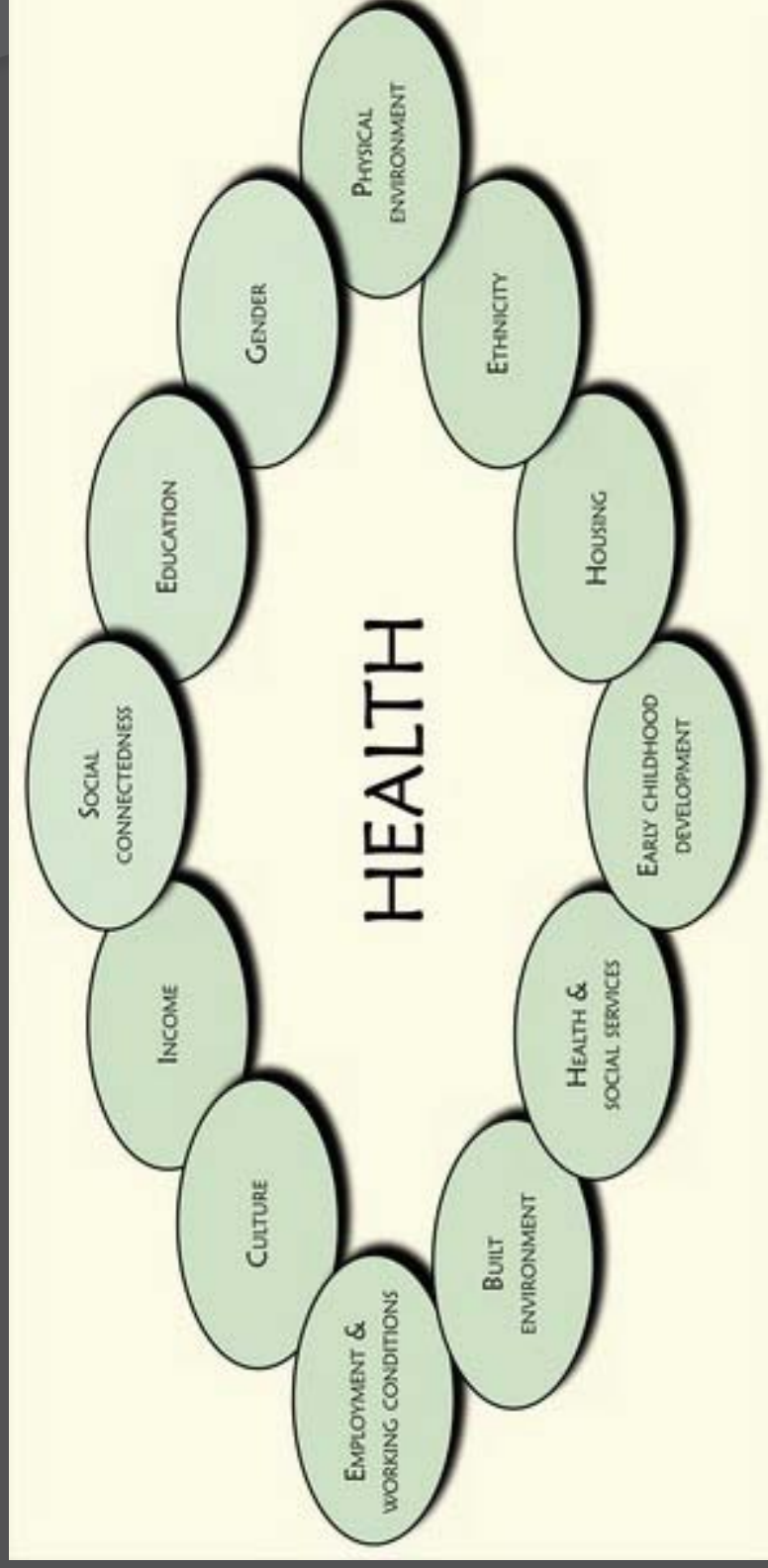
Number of Active Clients
2700

Social Media and Communication
Tweets: 1953
638 Facebook Likes

Number of Client Visits
9,800



Considering Social Determinants



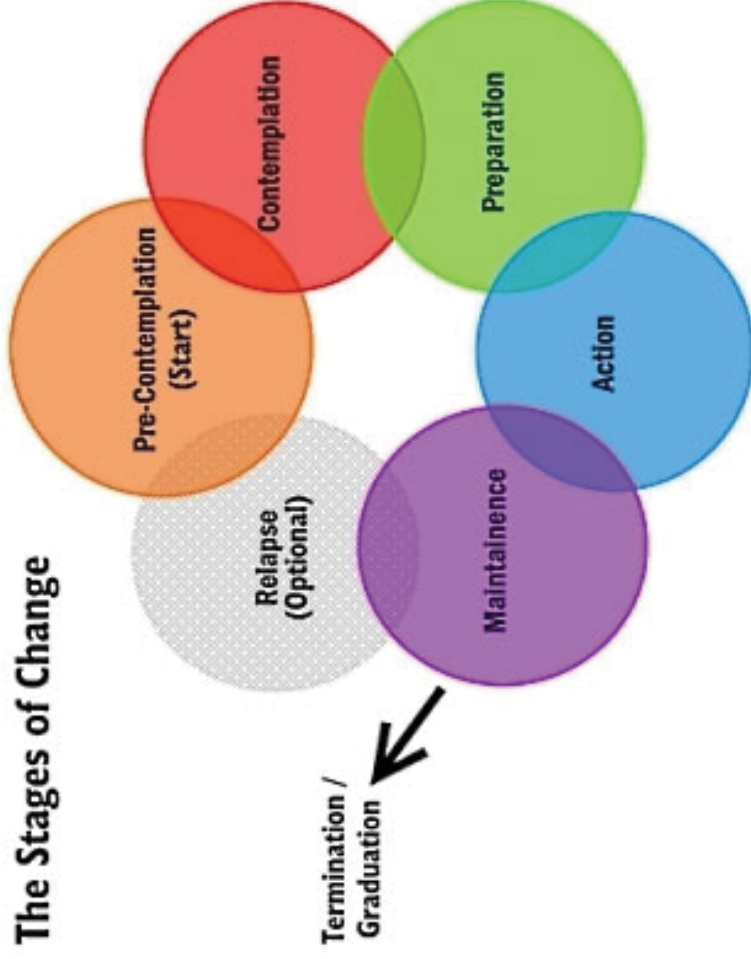
Social determinants of Women's Mental Health

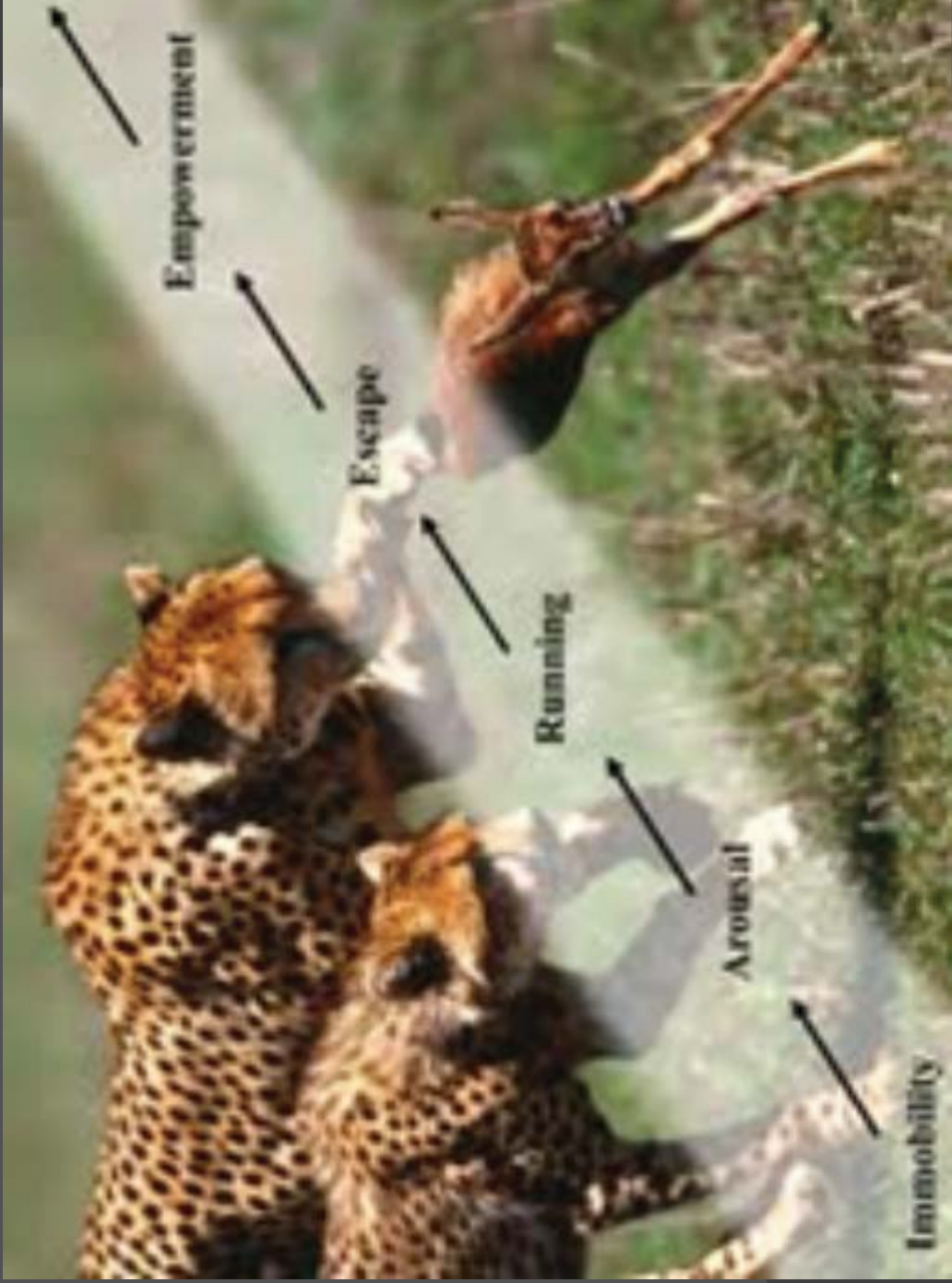
- Social/cultural view of biological differences
- Experiences of unequal treatment
- Sociocultural discrimination
- Level of education, income
- Legal protections and freedoms
- Social and professional opportunities
- Sexual harassment
- Gender-based violence



(WHO 2000, 2009; Andermann, 2006, 2010; Blehar, 2006; Vigod and Stewart, 2009).

Where is your client?





Mental Health Concerns

According to a number of studies (*Across Boundaries: 1997, Surgeon General's Report: 1999; Cummings: 1993, Fernando: 1991*), some of the specific mental health concerns for members of racialized groups and the Aboriginal community include:

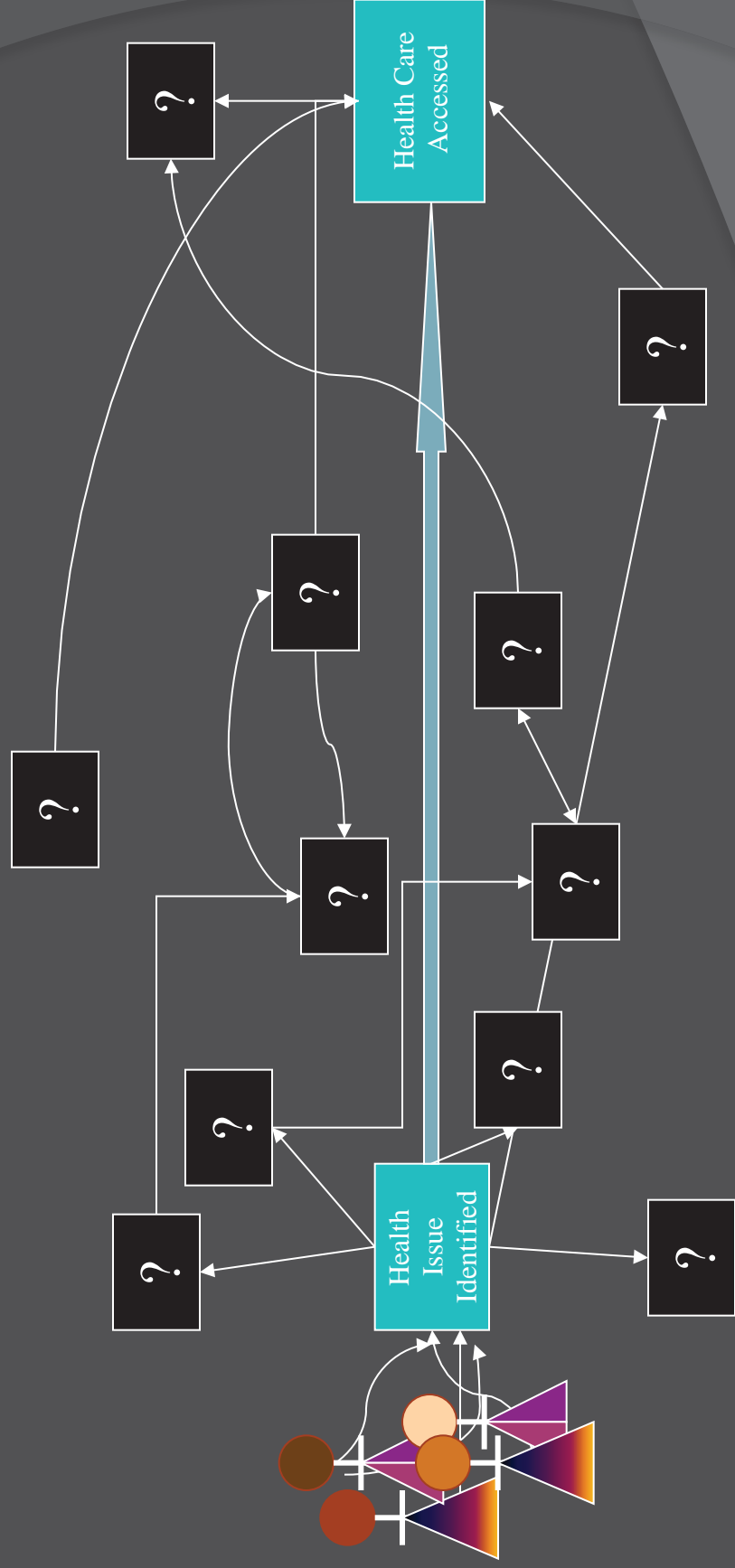
- Higher levels of anxiety, stress and stress-related illness like high blood pressure, heart disease and nervous system problems
- Higher risk of depression and suicide
- Feelings of helplessness, hopelessness, fear, mistrust, despair, alienation and loss of control
- Damaged self-esteem, higher risk of addiction and violence

Race has social meaning

- ◉ Biologically determined similarities of a group may affect interactions with others when perceived differences lead to value hierarchies embodied in bias or prejudice
- ◉ Can lead to stereotypes (and stigma)
- ◉ Race “has social meaning, assigns status, limits opportunities, and influences interactions between patients and clinicians”

Pinderhughes, in Lu, 1995

Connecting Social Determinants to Clients Lived experience



Violence on a Systematic Level

- Systematic and structural violence that is collectively experienced (i.e. Racism, poverty, stigma)
- Seeking refuge in Canada after experiencing trauma in countries of origin
- Violence within our communities and families as related to broader experiences of violence

READING: Collaborative Mental Health



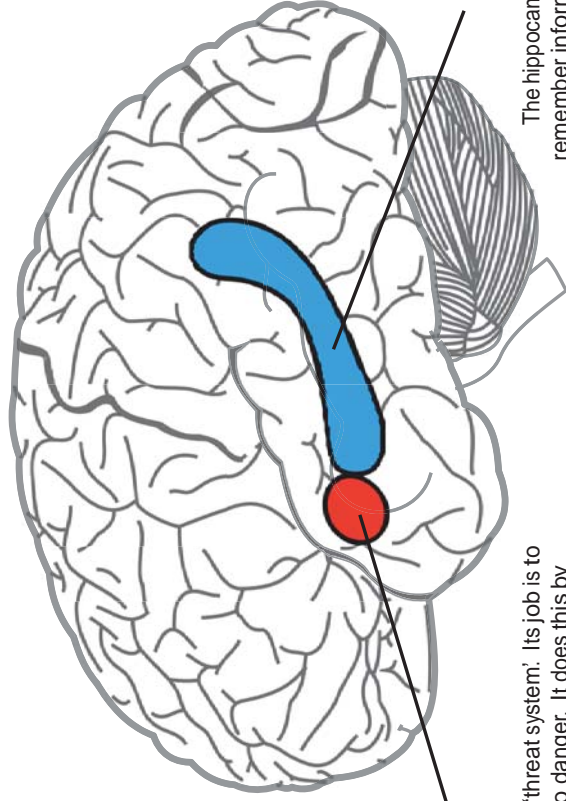
- Page 166: Assessing Response to Treatment
- Page 218: Barriers and Stigma
- Page 239: Symptoms of stress

Factors Frequently Presented in Session

- Abuse
- Conflict in relationship
- Anxiety related to immigration process
- Depression due to isolation
- Depression due to losses (Relationships, pregnancy)
- Anxiety and depression around cultural adjustment
- Depression due to homophobia
- Depression during and after pregnancy
- Dissatisfaction with social agencies
- Other

Experience of Memory and Trauma

PTSD & Memory



Amygdala

The amygdala is part of our 'threat system'. Its job is to keep us safe by alerting us to danger. It does this by setting off an alarm in our body: by triggering the 'fight or flight' response it gets us ready to act.

Unfortunately it isn't very good at discriminating between real dangers 'out there', or dangers that we are just thinking about: it responds in the same way. This means that it can set the alarm off when we are thinking about an unpleasant memory from the past, even though the danger has passed.



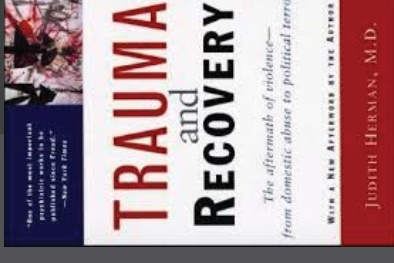
Hippocampus

The hippocampus helps us to store and remember information. It is like a librarian, and it 'tags' our memories with information about where and when they occurred.

When our 'threat system' is active the hippocampus doesn't work so well. It can forget to tag the memories with time and place information, which means they sometimes get stored in the wrong place. When we remember them it can feel like they are happening again

READING: Trauma and Recovery

- Page 31 : Traumatic Events
- Page 51: Damage to relational Life
- Page 133: Empowerment
- Page 242: Aftermath of dictatorship or war

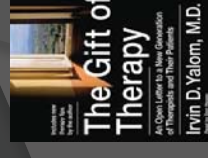
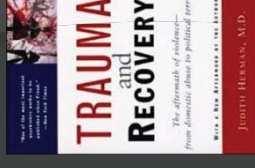


Key Areas for Action

- Early Identification and Intervention is key
- Increased timely access to services
- Awareness of client safety and focus on actual supports (Community agencies/ family/ friends)
- Increase where and from whom services can be accessed (message: all doors should lead to service)
- Stigma needs to be addressed within communities
- Cultural sensitivity and awareness in relation to therapeutic planning

Works Cited

- Block, Stanley H & Carolyn Block, Mind Body Workbook for PTSD, New Harbinger Publications Inc. 2010
- Davis, Laura, The Courage to Heal Workbook, Harper: 1990
- Herman, Judith M.D., Trauma and Recovery, Basic Books: 1997
- Hopper, Jim M.D., Conference OACCPP ; 2015
- Khenti, Akwatu, et al, Collaborative Mental Health: CAMH: 2012
- Yalom, Irvin D, M.D. The Gift of Therapy, Harper Collins: 2009



Additional Resources

- PEARLS, Frederick S., Gestalt Therapy Verbatim.
- PEARLS, Frederick S. et al, Gestalt Therapy: Excitement and Growth in the Human Personality
- POLSTER, Erving and Miriam, Gestalt Therapy Integrated

Many Thanks

Thank you for your participation and your energy today!

Women's Health in Women's Hands

Call us at: 416-593-7655

Or find us on the web at:

www.whiwh.com

Raelene Prieto M.Ed., R.P.
Mental Health Therapist



In efforts to gauge levels of understanding and future learning opportunities, we ask that you complete the following survey. Your responses are completely confidential, anonymous, will be reported on in aggregated format and will be referenced when measuring impact.

INSTRUCTIONS:

It is our hope that the “Opening Doors for Abused Women” Webinar not only encouraged a better understanding in the area of violence against women but also, equipped you with professional skill sets required to successfully assist a woman experiencing abuse. This survey has been set up in the following manner: (1) Logistics; (2) Learnings; and (2) Qualitative Feedback. Please complete all sections 😊

LOGISTICS:					
LOGISTICS:	RATING SCALE				
	LOW	MEDIUM		HIGH	
	1	2	3	4	5
The webinar was accessible.	1	2	3	4	5
The timing was convenient.	1	2	3	4	5
The trainer was knowledgeable.	1	2	3	4	5
The quality of facilitation was good.	1	2	3	4	5
The content was relevant and easy to follow.	1	2	3	4	5
The materials distributed were pertinent and useful.	1	2	3	4	5
Adequate time was provided for questions and discussion.	1	2	3	4	5
The webinar met my expectations.	1	2	3	4	5
I would participate in future webinars facilitated by RWC, as they relate to violence against women.	1	2	3	4	5
I will be able to apply the knowledge learned.	1	2	3	4	5



LEARNINGS: <i>Please rate your level of understanding</i>					
<i>How would you rate your ...</i>	RATING SCALE				
	LOW	MEDIUM			HIGH
	1	2	3	4	5
Understanding of violence against women.	1	2	3	4	5
Understanding of access to and/or application of <i>mental health</i> services.	1	2	3	4	5
Understanding of the compounded intersections between mental health and violence against women.	1	2	3	4	5
Understanding and/or application of therapeutic planning.	1	2	3	4	5
QUALITATIVE FEEDBACK:					
What aspects of the webinar did you like the most?					
What aspects of the webinar could be improved?					
Please feel free to share any other comments you may have.					

Rexdale Women's Centre, alongside its provincial partners, would like to thank you for participating in our "Opening Doors for Abused Women" webinar on violence against women.



Windsor Women Working With Immigrant Women

Head Office
1368 Ouellette Avenue
Windsor, ON N8X 1J9
Phone: 519-973-5588
Fax: 519-973-1534
www.wiw.org/



NEIGHBOURS, FRIENDS AND FAMILIES (NFF) CAMPAIGN

Opening Doors For Abused Women

NEIGHBOURS, FRIENDS AND FAMILIES (NFF)

Windsor Women Working With Immigrant Women: Opening Doors For Abused Women

OBJECTIVE: Cultural Awareness, Competency and Domestic Violence Against Immigrant & Refugee Women

DATE: November 19th, 2014

TIME: 10:00 – 1:00 pm

TIME	ACTIVITY
10:00-10:15	Arrival Refreshments
INTRODUCTION	
10:15-10:30	Facilitators & participants Explanation of distributed materials OWD – NFF Pre-Evaluation
10:30-10:40	Icebreaker activity
10:40-10:45	What is the Neighbours, Friends & Families (NFF) Campaign? Ground rules Limitations
FRAMEWORK	
10:45-11:00	Co-Active Learning: An Integrated Approach
CULTURAL AWARENESS, COMPETENCY AND DOMESTIC VIOLENCE AGAINST IMMIGRANT & REFUGEE WOMEN	
11:00-11:25	<u>Exercise</u> : Scenarios
11:25-11:40	<i>Break</i>
11:40-11:50	Challenges Impacting Spousal Relationships
11:50-12:10	<u>Exercise</u> : Conscious / Unconscious Racial / Ethnic Stereotypes
12:10-12:15	Ensuring Effective, Culturally Sensitive Responses
12:15-12:35	<u>Exercise</u> : Case Studies
12:35-12:40	Assessing Personal Cultural Awareness & Competencies
12:40-12:50	<u>Exercise</u> : Checklist
CONCLUSION	
12:50-1:00	Question & answer period

NEIGHBOURS, FRIENDS & FAMILIES (NFF) CAMPAIGN

Rexdale Women's Centre
Opening Doors for Abused Women

Cultural Awareness, Competency & Domestic Violence against
Immigrant & Refugee Women

Date / Time: November 19th, 2014; 10:00-1:00PM

Facilitators: Sonya Aslan; NFF Provincial Coordinator & Natalie Browning-Morgan; W5 Opening Doors for Abused Women Project Coordinator



Logistics

INTRODUCTIONS

TWIN-POCKET PORTFOLIO: MATERIALS

- ▶ NFF brochures
- ▶ Employing Culturally Sensitive Responses: Checklist
- ▶ Violence against Women: List of Resources
- ▶ Violence against Women: FREE Online Training(s)

OWD-NFF EVALUATIONS: PRE / POST



Ground Rules



Challenge yourself regarding your beliefs and assumptions

Respect and open yourself up to new ideas and perspectives

Speak for yourself out of your own personal experiences (avoid generalizations)

Explore and open yourself up to discussing issues beyond your personal level of comfort

Honor candidity by maintaining confidentiality

There are no right / wrong questions and/or answers. Let's engage in conversation!

One person speaks at a time



Limitations

1. WE ARE **NOT** EXPERTS
2. WE ARE ALL A WORK-IN-PROGRESS
3. WE ARE EXPLORING SPECIFIC VAW UNDERSTANDINGS



Agenda

1. Exercise: Icebreaker
2. What is the NFF Campaign?
3. Co-Active Learning: An Integrated Approach
4. Exercise: Scenarios
5. Challenges Impacting Spousal Relationships
6. Exercise: Conscious / Unconscious Racial / Ethnic Stereotypes
7. Ensuring Effective, Culturally Sensitive Responses
8. Exercise: Case Studies
9. Assessing Personal Cultural Awareness & Competencies
10. Exercise: Checklist
11. Question & Answer Period

AGENDA



What is the NFF Campaign?

NFF CAMPAIGN

Public education campaign intended to help raise awareness about the signs of woman abuse so that those close to an at-risk woman, or an abusive man, can help



RWC INVOLVEMENT

Execution of a coordinated / collaborative approach to prevent VAW & improve supports for survivors

Provincial campaign:

develop and deliver training, implement public education campaigns and enhance service delivery, resources and supports



MANDATE

Provide communities with tools and strategies to prevent woman abuse through:

Recognizing the warning signs of woman abuse and knowing what to do

Supporting / encouraging community members affected by woman abuse to start talking about the problem - **public and NOT, private matter**

Referrals to appropriate resources in the community

NFF Campaign Materials

MESSAGES

Campaign Key Messages

- 1 Neighbours, Friends and Families have a crucial role to play in preventing woman abuse
- 2 You can learn about the warning signs of woman abuse and you can learn how to help
- 3 NFF provides the tools to help, read the brochures and safety cards
- 4 Talking to abusive men is critical to ending woman abuse
- 5 Abusive behaviour won't go away on its own. There are services to help who abuse

RESOURCES

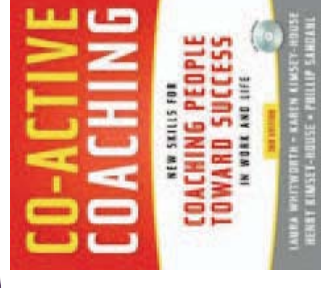
- ▶ Brochures
- ▶ Community Action Kit
- ▶ Website:
[CUNIPP](#)
[SSSBA](#) [AHCE](#) [CP](#) [CEPR](#) [LPL](#) [BRP](#) [?](#)
- ▶ [Y?](#)
- ▶ [E?RA](#) [L](#) [F?P](#)

“ A relationship based approach rooted in the competencies of **emotional intelligence** and the belief that **people** have an inherent desire to **strive** toward **meaningful and fulfilling goals** and will **perform at their best** when **challenged and supported** by others who act as effective **champions and coaches** for them ”

COACHES TRAINING INSTITUTE, 2009, PG.3

Today's training session is premised on an understanding that will foster a climate/culture in which trainers and trainees **interact** to **elevate** levels of learning and achievement.

This culture of co-active skills will encourage us to not only **seek opportunities** to develop ourselves but also, **challenge one another** to our fullest capacity



Co-Active Learning: An Integrated Approach

Why Co-Active Learning?

1. The belief that participants are **"naturally creative, resourceful and whole"**
2. Interacting / counseling clients



It is our hope that the **level of confidence, commitment and engagement** we establish with you **will help expand your possibilities and enhance performance** by fostering a **climate of productivity** that is **self-reinforcing**



Co-Active Learning: An Integrated Approach

Principles of Co-Active Coaching

FULFILLMENT

The satisfaction one feels about work is **meaningful** and **purpose driven**

BALANCE

Organizational **challenges / opportunities** are viewed from an **empowered** stance

PROCESS

Operating with full **engagement and awareness** of what is occurring at any given moment



The integration of these principles enhances quality and results

Co-Active Learning: An Integrated Approach

Fulfillment

- ▶ Living a life of meaning and making an impactful difference is intrinsic to life as a human being
- ▶ A sense of fulfillment is achieved when intent (**meaning; impactful difference**) forms your professional life and encourages you to inspire others
- ▶ Empowers learning process by engaging the person (life / work) in meaningful ways
- ▶ Primary focus is **no longer** on identifying obstacles and solving problems.
Envisioning desired outcomes receives greater emphasis than diagnosing past mistakes

Co-Active Learning: An Integrated Approach

TASK ORIENTED ISSUES

- ▶ Problem Solving
- ▶ Critique
- ▶ Diagnosis
- ▶ Obstacle Removal



FULFILLMENT PRINCIPLES

- ▶ Creativity
- ▶ Innovation
- ▶ Vision
- ▶ Value / Appreciation



Encourages us to operate with

Addressed by businesses

balanced skills

Co-Active Learning: An Integrated Approach



Enables individuals, communities,
organizations, societies by:

1. Bringing forth a greater alignment to a collective, or core purpose
2. Expanded sense of possibility and agency to impact the future
3. Sustained focus on values that matter most

APPLICATION TO NFF:

As a collective, we

1. Help raise awareness about violence against women;
2. We explore possibilities and ways in which we can impact the future by ending violence against women; and
3. Continue to maintain this ongoing focus



Co-Active Learning: An Integrated Approach

How can we apply the principle of balance to the following example?

An immigrant or, refugee female victim of abuse visits a violence prevention counselor and informs her of her unfortunate, abusive reality. The counselor, having been born and/or raised in a Canadian context, with exposure to feminist understanding, stresses the importance of leaving and seeking refuge at a shelter. The immigrant or, refugee woman refuses to follow through with the suggestion because of her conditioning. Both parties are now at a standstill.



Co-Active Learning: An Integrated Approach

As a service provider, when you offer **greater awareness**, the client becomes more able to choose perspectives that serve to **empower** and provide **greater possibility**, rather than limit or constrain them. This approach establishes a strong platform from which people can **exercise choice** and make **responsible** and **accountable commitments** to taking action.



Co-Active Learning: An Integrated Approach

Process:

- ▶ As we navigate the challenges of the workplace, aspects that are unpleasant / difficult are pushed aside, ignored, or denied
- ▶ This principle emphasizes the **state of being** and **individual identity**
- ▶ Focusing on experiences of **full engagement** (individual / surrounding world) in any given moment
- ▶ Awakening of the senses (thinking; feeling; acting; imagining)
- ▶ Expression of your **authentic self** fosters interconnection with others
- ▶ Encouraging a greater chance of **successful outcomes**
- ▶ Proactive engagement promotes resourcefulness

Co-Active Learning: An Integrated Approach

The Power of Relationship

- ▶ Client is valued and encouraged to focus on development that is **relevant** and **meaningful**
- ▶ As a counselor, you view and interact with your client as **multi-faceted** human beings

Let's revisit the previous scenario:

- ▶ **Self-Awareness:** examine values / assumptions
- ▶ **Client as multi-faceted human being:** How does the client's race, gender, class, citizenship status, sexual orientation, etc intersect? How have these "interlocking systems of oppression" dictated conditioning and reasoning for opposing the shelter?



Co-Active Learning: An Integrated Approach

Your role as Counselor:

1. Create an environment where learning flourishes (inspiring; meaningful; encouraging)
2. Empower the relationship: client / counselor are both consciously and intentionally supporting achievement
3. Establish a context around which learning experiences are built (multi-faceted human being)
4. Provide a balance of **support** and **challenge** that inspires **self-reinforced** thinking in everyday life



Challenges Impacting Spousal Relationships

Why consider **CULTURE**?

- ▶ Shapes experiences of violence
- ▶ Shapes the victim/survivors response to intervention / support
- ▶ Shapes the perpetrators response to intervention / responsibility
- ▶ Shapes access to & utilization of services



Challenges Impacting Spousal Relationships



EXERCISE

Please read the scenario provided and in your group, discuss:

- 1. Are there any signs of violence? If yes, what are they?*
- 2. What are some of the barriers to safety the woman is facing in Canada?*

Challenges Impacting Spousal Relationships

INTEGRATION / ADAPTATION TO A NEW LIFE IN CANADA

- ▶ Some women come from societies that maintain men in a position of authority (physically dominate partner with no repercussion)
- ▶ **THIS IS NOT THE CASE IN CANADA.** We do not condone VAW and hold perpetrators accountable
- ▶ When **POWER** and **CONTROL** are jeopardized, these men may resort to violence

FIRST TIME EXPOSURE TO ABUSE AND A LACK OF UNDERSTANDING REGARDING HOW TO END IT

- ▶ Some women come from close-knit communities that regulate limits to male authority
- ▶ Economic and social pressures lead to 1st-time experience of abuse
- ▶ Unfamiliarity with how to confront the abuse

Challenges Impacting Spousal Relationships

CITIZENSHIP STATUS

- ▶ Many women enter as **SPONSORED** or **DEPENDANTS**
- ▶ Status affects access to legal protections – Influences risk for domestic violence
- ▶ Perpetrator exercises **POWER & CONTROL** by using status to threaten with deportation
- ▶ Many of these women are unaware of (1) how the legal system works; (2) the legal protections available to them; and (3) the importance of gathering evidence of abuse
- ▶ May choose not to report it out of fear that their partner, they or, their children may be deported

ECONOMIC DEPENDENCE ON SPOUSE

- ▶ Includes denying / restricting her access to family finances, often including her own paycheque; not supporting / respecting her job; harassing her about her job (lack thereof); forbidding her from attending employment workshops/training intended to develop her knowledge and skill sets
- ▶ Similarly, if the woman is working **WITHOUT** a permit, her partner may threaten to report her to the authorities – prevent economic independence & maintain ongoing fear

Challenges Impacting Spousal Relationships

ISOLATION FROM SUPPORT NETWORKS

- ▶ Moving to Canada encourages isolation from family and community social networks
- ▶ Difficulty establishing social networks in Canada – restricted to the home / gaining employment
- ▶ WITHOUT a social network, perpetrator will NOI be challenged OR, held accountable
- ▶ Consequently, some established social networks may condone / contribute to domestic violence – “private” matter; abandon/disown; stigmatize victim for bringing shame to the family

RELUCTANCE TO REPORT ABUSE BECAUSE OF RECEPTION FROM ETHNO-RACIAL COMMUNITY

- ▶ When religious and social beliefs frown upon family breakups, an immigrant woman is again, further victimized - shunned / blamed for abusive behaviour

Challenges Impacting Spousal Relationships

LANGUAGE PROFICIENCY (LACK THEREOF)

- ▶ Those who enter as SPONSORED or DEPENDANTS (majority are adult women), arrive with limited fluency in English
- ▶ Lack of English / French proficiency encourages vulnerability – perpetrators forbid partners from taking English classes in efforts to **ISOLATE** and **REDUCE** access to employment

UNFAMILIARITY WITH CANADIAN LEGAL SYSTEM

- ▶ MOST of these women are unfamiliar with Canada's legal system
- ▶ They may have a general distrust of the police and court system – believe neither can protect them

Challenges Impacting Spousal Relationships

UNSUBSTANTIATED THREATS BY THE ABUSER

- ▶ Perpetrator may misinform partner about her rights and status
- ▶ **INTIMIDATION** and **THREATS** encourage fears of deportation, losing children to CAS

LACK OF TRANSLATION / INTERPRETATION SERVICES IN PARTICULAR AREAS

- ▶ She may seek assistance from a VP counselor – lack of translation/interpretation services results in failure to receive support
- ▶ She may resort to her language-specific contacts BUT will often NOT disclose the abuse – fear that partner will find out
- ▶ The victim / survivor AND service provider may not be aware of interpretation / translation services – risk in appropriate referrals



“

Effective cultural competency requires an awareness of how conscious and unconscious racial and/or ethnic stereotypes, biases and assumptions impact service delivery.

”

(Degannes, C.)

EXERCISE: Write down stereotypes associated with the racial, cultural, identity, or ethnic groups hung on the wall

Disclaimer: We recognize that this exercise is uncomfortable but DOES NOT reflect your personal understandings. Rather, it reflects your previous exposure to particular understandings

DISCUSSION

1. Were any of the stereotypes posted on the groups that you identify with, or belong to?
2. Did you notice any stereotypes that you personally have for any of the groups posted?
3. Were positive as well as negative stereotypes posted?
4. How might positive stereotypes be problematic?
5. How does hearing these stereotypes about each group make you feel?
6. What is it like to hear these stereotypes about the group(s) you identify with?
7. How might these stereotypes impact service provision?



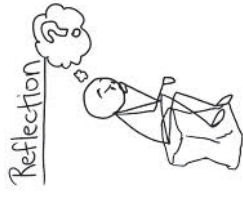
REFLECTION

What was the purpose of this exercise?

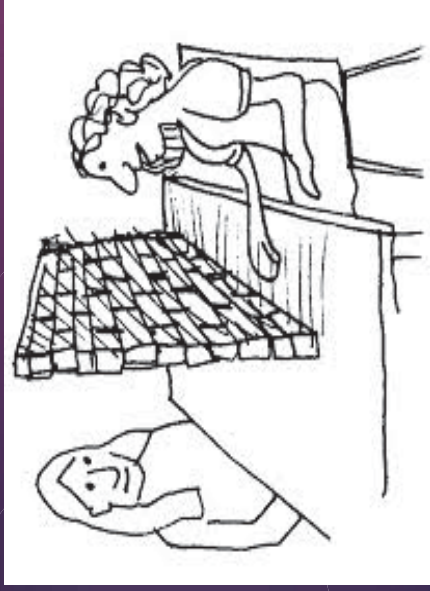
- Awareness of unconscious cultural stereotypes
- Awareness of the potential impact of unconscious stereotypes on service delivery

Conscious / unconscious stereotypes, biases and assumptions made by service providers contributes to:

1. Further victimization
2. Providing services that are not culturally appropriate
3. Encouraging discrimination and exclusion
4. Break down in trusting relationships that are built on respect, diversity and equality
5. Lack of understanding of the challenges/opportunities affecting particular communities
6. Limiting your access to culturally diverse businesses, religious groups and organizations



ADDITIONAL BARRIERS



MAINTAINING AN ETHNOCENTRIC VIEW

MAINTAINING OPPRESSIVE VIEWPOINTS

I.E. RACISM, SEXISM, ABLEISM, AGEISM

INSENSITIVITY TO ISSUES IMPACTING MULTICULTURAL ABUSED WOMEN

I.E. FGM, WAR CRIMES, ARRANGED MARRIAGES, ETC.

PROVIDING SERVICES BY DICTATES OF PERSONAL VIEWPOINT

ACTING LIKE AN AUTHORITY FIGURE WHO MAKES ALL THE DECISIONS FOR HER

GENERALIZING HER NEEDS AND THE COMMUNITY SHE IDENTIFIES WITH

EMPLOYING SAFETY PLANNING MEASURES THAT DO NOT ADAPT TO HER CULTURE

I.E. SHELTERS

EXPRESSING FRUSTRATION BECAUSE SHE MAY BE RELUCTANT TO LEAVE HER ABUSIVE RELATIONSHIP

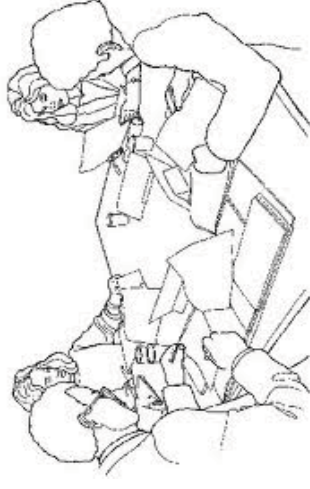
REFERRING HER TO AN AGENCY WITHIN HER COMMUNITY WHEN SHE MAY NOT WANT HER ISSUES TO BE KNOWN BY HER COMMUNITY

IMPOSING YOUR VALUES AND BELIEFS ON HER BECAUSE YOU DEEM HER CULTURE INFERIOR TO YOURS

EXERCISE

Four “Case Studies” have been distributed

1. “Why don’t you just take something?”
2. “Everything you need to know about...”
3. “Too sensitive”
4. Sexuality in the social service setting



Please read the case study with your group and answer the questions provided

So what can I do to ensure an effective,
culturally sensitive response when providing
services for newcomer women?



What is CULTURAL COMPETENCE?

“Cultural or ethnic competence refers to the development of skills that help people behave in a culturally appropriate way with a given group, demonstrating both sensitivity to cultural differences and the use of appropriate cultural symbols when interacting and communicating with members of diverse populations. It involves the acceptance of ethnic differences in an open, genuine manner, without condescension and without patronizing gestures”. (Sujata, 2000)



Ensuring Effective, Culturally Sensitive Responses:

- ✓ Learn and recognize the experiences of women from different countries (i.e. political/social realities).
- ✓ Be sensitive to her religion, faith, customs, values, beliefs, etc.
- ✓ Be objective when attempting to understand cultural/community factors that may impact her choices.
- ✓ Respond to the issues of domestic violence in accordance to facts, rather than a personal belief system that may reflect stereotypes.
- ✓ Offer non-judgemental services that encourage self-empowerment.
- ✓ Use appropriate language (i.e. “undocumented” vs. “illegal”) in order to minimize fear, discomfort and the possibility of further victimization.
- ✓ Allow her opportunities to speak and listening without the presumption that she cannot understand English as a non-native speaker.



Ensuring Effective, Culturally Sensitive Responses:

- ✓ Maintain ongoing dialogue with her as well as her family, community, etc.
- ✓ Build a relationship of trust that is sensitive to her decision-making (i.e. her decision to stay in an abusive situation)
- ✓ Gather information from her and ask sensitive questions (i.e. What is it like to talk about this problem in your community?)
- ✓ Do not accept culture as an explanation for domestic violence (i.e. "This is how women are treated in my culture") because in this case "culture" being described is rooted in patriarchy, sexism and violence against women.
- ✓ Validate her strengths (i.e. "It took a lot of courage for you to share your experiences and I thank you for that. We have support networks in place to help assist you".)
- ✓ Negotiate the acceptance of a different set of values. This takes time and patience.

Assessing Personal Cultural Awareness & Competencies in Service Provision

1. How do my belief systems, behaviours & attitudes impact the service I provide?
2. Does a client's ethno-racial background dictate my service provision therein?
3. Do I believe the woman is an expert in her own life?
4. Do I recognize what the woman is going through?
5. How frightened is she of her partner?
6. Do I have the culturally sensitive skill sets required to assist her?
7. Is there someone else within the organization that may be better suited to assess whether this woman is a victim of abuse?
8. Do I know what steps to take?
9. Do I recognize the woman as a multifaceted person who may be experiencing simultaneous barriers worsening her situation?
10. Am I familiar with the resources available to help assist her? Does my organization have a violence prevention program?

ASK!



Exercise



As a group, let's suggest a checklist that could be used when working with abused immigrant and refugee women

EXAMPLE

What is her immigration status? Would she be in jeopardy of losing it?

CHECKLIST

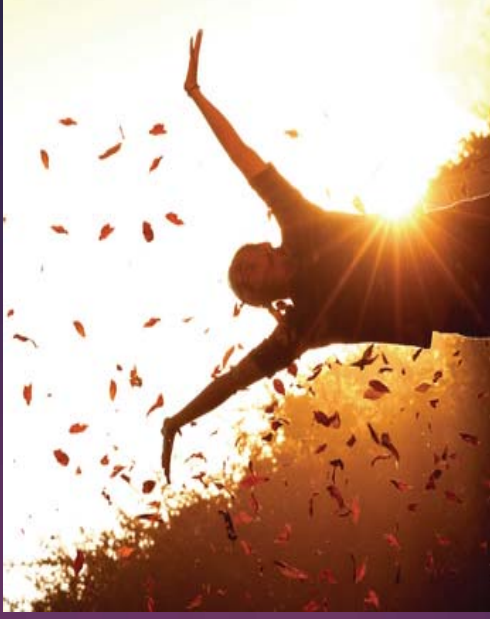
- ▶ Provide an opportunity for the woman to **define herself** and current situation. In a non-judgemental way, establish how her social, cultural and religious background might be impacting her situation.
- ▶ When speaking with her, do you understand what she is saying or, is it getting lost in translation?
Does she need translation / interpretation services?
- ▶ Seek to understand what it is that she needs and ask if the options provided are feasible
- ▶ Is short or long-term assistance required?
- ▶ **Is she requesting general information?** (IE. legal; resources available; language specific support groups; Children's Aid Society; signs/risk factors associated with violence against women; housing; shelter; financial assistance, etc).
- ▶ **Inform the woman of existing options** that can help assist her. This includes providing explanations because in most cultures, communication is done in an oral rather than written format. If providing a pamphlet / document, for example, it is prudent to first explain what is important in the pamphlet / document.



Question & Answer Period

NOTE: If the facilitators do not have an answer to your question,

1. We will be sure to get back to you with the requested information
2. We encourage our participants to draw on their professional experiences to help encourage co-active learning



THANK YOU

True / False (Circle one)	Multiple Choice (Circle one)
Woman abuse occurs more often among certain groups of people True False	On average, what is the rate that women are killed by their intimate partners? A. One out of every 15 days B. One out of every 6 days C. One out of every 10 days D. One out of every 20 days
Most sexual assaults happen between people who do not know each other True False	How many arrests in Canada result from domestic violence each year? A. 5,000 B. 20,000 C. 40,000 D. 30,000
Women are much more likely to be assaulted by a stranger or someone from outside their family True False	Each year, Canadians collectively spend \$_____ to deal with the aftermath of spousal violence A. 10 million B. 100 million C. 7.4 billion D. 5.4 billion
Pregnant women are free from the violent attacks of the men they live with True False	What percentages of women who experience sexual assault report it to police? A. 30% B. 10% C. 49% D. 62%
Children who grow up in violent homes become violent when they are adults True False	What percentages of police-reported domestic assaults are against women? A. 65% B. 35% C. 22% D. 83%
Men who assault their partners are mentally ill True False	According to both, police-reported and self-reported data, women aged _____ are at a much higher risk of violent victimization A. 15-24 B. 25-34 C. Under 15 D. 35-44
Women remain in abusive relationships because they want to stay True False	Annually, how many children in Canada witness or experience family violence A. 54,000 B. 13,000 C. 543,000 D. 362,000

Scenario One

Rula is an undocumented woman from the Middle East. Her application for refugee status has been refused, as has her husband's. They have remained in Canada and are living in the Greater Toronto Area (GTA).

Rula's husband is working for a subcontractor who pays him in cash. He speaks English and, though they are living "underground", he has made a few friends at work who are also undocumented workers.

Rula's husband insists that he control all their finances and does not allow Rula to find any work outside the home. Rula does not speak English, but her husband will not permit her to go to English as a Second Language (ESL) classes, which are offered at a community agency close to their apartment building, where documentation is not required. He tells her that because she has no status, she can be picked up by the police at any time and deported. When she tells him that he too is in a vulnerable position, legally, he accuses her of trying to undermine his confidence, and shouts at her, saying she does not understand the Canadian legal system as he does and that she is dependent on him for her safety. When she begins to plead with him to allow her to attend ESL classes, telling him that she wants a future in Canada, he threatens to leave her stranded and alone if she does not stop pestering him. He begins screaming at her and grabs a framed photograph of Rula's sisters from the table and smashes it to the floor. Rula is terrified by this and hurt that he would destroy something that means so much to her. She stops talking and does not react to her husband's act, fearful for her physical safety. Her husband calms down and offers to prepare dinner for both of them. Throughout the evening, Rula is on her guard, expecting that at any moment, with no provocation, her husband will become violent again.

Questions for Discussion

1. Are there any signs of violence? If yes, what are they?
2. What are some of the barriers to safety that Rula is facing in Canada?

Source: OCASI, 2006. "Prevention of Domestic Violence against Immigrant and Refugee Women". Toronto, Ontario. Pg. 46-50.
Available at: <http://www.ocasi.org/index.php?qid=946>

Scenario Two

Chen is a recently landed immigrant from Hong Kong. She lives with her husband and his father in downtown Toronto. Chen does not speak English and is dependent on her husband and his father, who have come to Canada with some money to invest in a business they hope start. Both men speak fluent English and spend much of their time outside the home. Sometimes Chen's husband brings her small gifts or offers to order in take-out food for dinner so that she will not have to prepare the meal.

Chen is not permitted to leave the house, to visit with friends, or to go for doctors' appointments without her husband or father-in-law. When she is out with them and with other people, her husband or her father-in-law make fun of her cooking, joke about her appearance and her clothes, and criticize her demeanor. She does not say anything, for fear of making the situation worse for herself, and because she is terrified that she might be beaten when they get home. Chen is a devout Buddhist, but is not permitted to attend the Buddhist Temple in her area. Her husband ridicules her religion and her beliefs. The last time she pleaded with him to allow her to go to the temple, he hit her across the face with the back of his hand. He often berates her, calling her "stupid", "ignorant", and "ugly". Chen does not interact in any meaningful way with anyone other than her husband and her father-in-law.

Questions for Discussion

1. Are there any signs of violence? If yes, what are they?
2. What are some of the barriers to safety that Chen is facing in Canada?

Source: OCASI, 2006. "*Prevention of Domestic Violence against Immigrant and Refugee Women*". Toronto, Ontario. Pg. 46-50.
Available at: <http://www.ocasi.org/index.php?qid=946>

Scenario Three

Sophia is a 78-year-old landed immigrant who recently came to Canada from Poland under the family reunification program. She lives with her daughter and her son-in-law and their two young children. Her daughter and son-in-law speak Polish and are fluent in English, as are the children. The language spoken in the home is English, and she is only spoken to in Polish if they need something from her. It is difficult for her to get out of the house because neither her daughter nor her son-in-law will take her out unless she has a doctor's appointment. At the doctor's office, they belittle and insult her in front of other patients, the receptionist, and the doctor. She does not know the outcome of these visits because the discussions about her health are in English and when she asks her daughter or her son-in-law to interpret for her, they tell her they will explain it to her at home but they never do.

Sophia's expenses are paid from a trust fund that her son-in-law has set up. The money is from her late husband's estate. She has no control over the fund and is never shown any statements or account records. Her family does not give her any spending money and she is not allowed to make any finance-related choices. Sometimes when her family goes out for the evening, she is locked in her room. She is told it is for her own good. She would like to spend time with her grandchildren but is told she is too old to look after them. Her son-in-law has told her that her grandchildren don't like her and that she embarrasses them. She believes that her doctor gave her son-in-law a prescription for her for a heart condition, but he has not had it filled. Lately, she has been left alone more frequently, often locked in her room. She believes that she is a capable, intelligent woman, but it is becoming extremely difficult for her to cope. She is increasingly depressed and afraid for her safety.

Questions for Discussion

1. Are there any signs of violence? If yes, what are they?
2. What are some of the barriers to safety that Sophia is facing in Canada?

Source: OCASI, 2006. "Prevention of Domestic Violence against Immigrant and Refugee Women". Toronto, Ontario. Pg. 46-50.
Available at: <http://www.ocasi.org/index.php?qid=946>

Scenario Four

Neema is an immigrant woman of colour. Her first language is Arabic and she is fluent in English and French. She has worked hard to get her certification as a medical technician, has a job she likes, and her contribution to her family's income is essential. Both her teenage children are in school and hope to go to university.

Neema's husband does seasonal construction work. He insists that he and Neema keep joint chequing and savings accounts, and Neema's monthly pay is deposited directly into the account. He does not allow her signing privileges on cheques, and she can only have access to any money she needs through him.

When he is not working, he likes to spend time with friends, including women friends, and often comes home late at night. He expects that there will be a meal kept warm in the oven for him, whatever time he arrives. The last time he came home late and there was no dinner prepared for him, he rampaged through the house at 2.00 a.m., tearing books from the shelves and breaking dishes. When Neema came down to try to stop him, he attacked her with a knife, forcing her to run out into the street to get away from him. She was finally able to get some help from a neighbour, who offered to call the police. Neema did not want to get the police involved. She had tried before to get help from the police, but they did not take her complaint seriously. On this particular night, concerned about leaving her children alone with her husband, she made her way back into the house and found him passed out on the kitchen floor. The next morning he was contrite and apologized, claiming he did not remember anything about the knife attack. That night, he came home for dinner and helped wash the dishes.

Lately, Neema's husband has been phoning her at work several times a day and her supervisor is concerned about it and has asked her to put a stop to it.

He has also shown up at work a few times in the past couple of weeks, sometimes meeting her at the end of her shift, sometimes watching her from a distance. He has insisted that he choose what clothes she will wear to work, claiming that she dresses in a provocative way and accusing her of having an affair with one of her co-workers. He has started to demand that she account for every hour of her time away from her workplace.

He has threatened to force her to quit her job, insisting that he can support his family without her help and that her place is at home with her children. When she reminds him that her income is essential at this time in their lives, he usually responds with a smack across the face. Last week she had to cover up bruises on the side of her face with makeup before she left for work. She very much wants to keep her job but is beginning to feel that it might be better if she quit. That way she can stay at home, like her husband wants her to do. Maybe then he'll stop his violent outbursts and attacks.

Questions for Discussion

1. Are there any signs of violence? If yes, what are they?
2. What are some of the barriers to safety that Neema is facing in Canada?

Source: OCASI, 2006. *“Prevention of Domestic Violence against Immigrant and Refugee Women”*. Toronto, Ontario. Pg. 46-50.
Available at: <http://www.ocasi.org/index.php?qid=946>

Case Study 1: “Why don’t you just take something?”

For the last couple of months, Zara has contemplated reaching out to a violence prevention counselor. Her partner has been both, physically and verbally abusive. Despite the wishes of her immediate family, who have referenced “family shame” as a reason not to seek support, Zara consults with her colleagues at work and decides that she should connect with a violence prevention counselor. Her colleagues have supported and encouraged her decision making process over the last couple of months. So much so that in the beginning, they all encouraged her to leave but respected her decision to stay and continued to support her along the way.

When she informed her colleagues that she had made the decision to speak to a violence prevention counselor, they supported her decision and provided her with a list of resources / contacts from which to choose. Once she decided on the best option that suited her needs, they supported her when she made the call and accompanied her to her first appointment.

Zara has now seen the violence prevention counselor three times. She had scheduled her fourth appointment but on the day of, phones the counselor and informs her that she will not be able to attend because she has a terrible cold. The telephone conversation follows:

Counselor: “Why don’t you just take something so you can feel better?”

Zara: “It’s Ramadan so I can’t take anything. I’m fasting between sunrise and sunset”.

Counselor: “But you’re sick and I had really important information to give you. I really don’t think anyone would mind if you took a Tylenol!”

Zara: “I’m afraid I can’t.”

Counselor: “Fine, but that’s just silly!”

Questions to Consider:

1. How do you feel about the way the counselor handled the situation?
2. Why do you think the counselor responded in this manner?
3. If you were the counselor in this situation, what would you do?
4. How do you think Zara feels?
5. How might you increase your understanding of this situation?

Case Study 2: “Everything you need to know about...”

A Chinese client has been referred to a violence prevention counselor. The counselor, focusing on effective and sensitive counseling techniques, decided to find out about the Chinese culture. She goes to her computer and types the words “Chinese Culture” into the Google search engine and looks at, what she considers to be, a very helpful website called “Everything you need to know about the Chinese culture”. The counselor then prepares herself for the session based on the information she learned about Chinese people on the internet.

When the time comes, the counselor is surprised to see that the information provided on the internet does not work particularly well when counseling the client. For one, she finds it disrespectful that the client never makes eye contact with her and nods at everything she says. Her first reaction is to question the client. “Do you even understand what I’m saying?” Why aren’t you looking at me?” The client continues to nod and look down.

Questions to Consider:

1. How do you feel about the way the counselor handled the situation?
2. Why do you think the counselor responded in this manner?
3. If you were the counselor in this situation, what would you do?
4. What are the dangers in making generalizations about a culture?
5. How might you find out about other cultures without generalizing?

Case Study 3: “Too Sensitive?”

During a workshop on domestic abuse, a violence prevention counselor initiated an activity in which the participants broke out into groups to work on various case studies. The topics included: “educating Muslim women on barbaric cultural practices”; “effectively dealing with an illiterate newcomer”; and “language difficulties with uneducated immigrant women”.

Several Muslim, newcomer and immigrant women were represented in the workshop and were upset by the stereotypical nature of the case studies used. The counselor had used these case studies in the past without incident and responded to the complaints by saying the participants were being “too sensitive”.

Questions to Consider:

1. How do you feel about the way the counselor handled the situation?
2. Why do you think the counselor responded in this manner?
3. If you were the counselor in this situation, what would you do?
4. How do you think the participants feel?
5. How could the case studies be presented more effectively?

Case Study 4: Sexuality in the Social Service Setting

Zoona, a 21 year old female client at XYZ agency, says: “There is something important I want to talk about.” She has come to speak to a counselor, who has been working in the field for over 20 years, to talk about her sexuality. She thinks she might be a lesbian. She has sought services at this agency for some time and feels she can speak openly with the counselor.

Zoona’s reasoning for thinking she may be a lesbian is based on an encounter she had two weeks ago when she went away for the weekend with her friends. That night, the girl she shared a room with, kissed her. To her surprise and shock, she enjoyed it and found herself attracted to this girl. She is now confused and has told no one else about this.

The counselor tells Zoona that her confusion with sexuality goes against her individual moral/religious beliefs and informs her that she will happily refer Zoona to another counselor that can help her with her “problem”.

Questions to Consider:

1. Why do you think the counselor responded in this manner?
2. How might this situation have been more effectively dealt with?
3. If you were the counselor’s colleague, what feedback would you give her about her handling of this client?
4. How would you provide this feedback in a culturally sensitive manner?

HELPLINE SERVICES

SOURCE	LINK
Assaulted Women's Helpline	http://awhl.org/ 1-866-863-0511
Fem'aide Crisis Line	http://femaide.ca/
Male Survivors of Sexual Abuse Provincial Crisis and Support Line	http://www.attorneygeneral.jus.gov.on.ca/english/ovss/male_support_services/default.asp 1-866-887-0015
Mental Health Helpline	http://www.mentalhealthhelpline.ca/ 1-866-531-2600
Sexual Assault Crisis Centre SACC	http://www.saccwindsor.net/ (519) 253-3100 or 24 HOUR CRISIS LINE (519) 253-9667
Sexual Assault/Domestic Violence Treatment Centre	http://www.wrh.on.ca/Site_Published/wrh_internet/RichText.aspx?Body.QueryId.Id=58490&LeftNav.QueryId.Categories=238 Metropolitan Campus, 4th Floor 1995 Lens Avenue Windsor, Ontario (519) 255-2234 satc@wrh.on.ca
Windsor Police Service Domestic Violence Unit	http://www.police.windsor.on.ca/what-we-do/operations/investigations/Pages/Domestic-Violence-Unit.aspx 911

SHELTER / HOUSING SERVICES

SOURCE	LINK
Canadian Network of Women's Shelters & Transition Houses	http://endvaw.ca/
Ontario Association of Interval and Transition Houses (OAITH)	http://www.oaith.ca/
The Central Housing Registry - Windsor Essex County (CHR)	http://www.chrwec.com/ Windsor Location: (519) 254-6994, Essex Location: (519) 776-4631
Hiatus House	http://www.hiatushouse.com/ (519) 252-7781
Welcome Centre Shelter for Women	http://www.well-comecentre.com/ 263 Bridge Avenue - Windsor, ON - N9B 2M1 - P (519) 971 7595 - F (519) 971 7596 - info@welcomecentreshelter.com

Windsor Residence I and II <http://www.windsorresidenceinc.com/>
 Transitional Housing: Erika Pozzuoli
[http://transitionalhousing@windsorresidenceinc.com](mailto:transitionalhousing@windsorresidenceinc.com)
 1101 McDougall Street (519) 253-3666

RESEARCH / EDUCATION RESOURCES

SOURCE	LINK
Canadian Association of Sexual Assault Centres (CASAC)	http://www.casac.ca/
Canadian Research Institute for the Advancement of Women (CRIAOW)	http://www.criaw-icref.ca/
Centre for Research & Education on Violence against Women & Children (CREVAWC)	http://www.learningtoendabuse.ca/
Disabled Women's Network Ontario (DAWN)	http://dawn.thot.net/
Education Wife Assault	http://www.womanabuseprevention.com
Ethno-Racial People with Disabilities Coalition of Ontario	http://www.ryerson.ca/erdco
Immigrants & Refugees Need to Know about Domestic Abuse	http://www.settlement.org/sys/faqs_detail.asp?faq_id=4001342
Make it Our Business	http://www.makeitourbusiness.com/
Metropolis	http://canada.metropolis.net/index_e.html
Miss G Project	http://themissgproject.wix.com/index_new#%21
National Resource Centre on Violence against Women	http://vawnet.org
Neighbours, Friends & Families	http://www.neighboursfriendsandfamilies.ca/index.php
Ontario Coalition of Agencies Serving Immigrants	http://www.ocasi.org/
Queer Library Resource Centre	http://www.outontheshelf.ca/
The Metropolitan Action Committee on Violence against Women and Children (METRAC)	http://www.metrac.org/
Women's Web	http://www.womensweb.ca/

HEALTH SERVICES

SOURCE	LINK
Canadian Women's Health Network	http://www.cwhn.ca/en
Centre for Addiction & Mental Health (CAMH)	http://www.camh.ca/en/hospital/Pages/home.aspx
Ontario Women's Health Network (OWHN)	http://www.owhn.on.ca/
World Health Organization (WHO)	http://www.who.int/en/
Ontario Coalition of Rape Crisis Centres (OCRCC)	http://www.sexualassaultsupport.ca/
Ontario Network of Sexual Assault / Domestic Violence Treatment Centres	http://www.sadvtreatmentcentres.ca/

LEGAL SERVICES

SOURCE	LINK
Community Legal Education Ontario (CLEO)	http://www.cleo.on.ca/en
Criminal Injuries Compensation Board	http://www.cicb.gov.on.ca/en/index.htm
Family Law Education for Women	http://onefamilylaw.ca/
Ontario Women's Justice Network (OWJN)	http://www.owjn.org/
Restraining Orders	http://www.attorneygeneral.jus.gov.on.ca/english/family/guides/restraining_order/
The Canadian Council for Refugees	http://ccrweb.ca/
The Schlifer Clinic	http://schliferclinic.com/

GOVERNMENT RESOURCES

SOURCE	LINK
Citizenship & immigration Canada	http://www.cic.gc.ca/english/
Canadian Women's Foundation	http://www.canadianwomen.org/
Ministry of the Attorney General	http://www.attorneygeneral.jus.gov.on.ca/english/programs.asp#crisisAssistance
Ontario Women's Directorate	http://www.citizenship.gov.on.ca/owd/english/
The Status of Women Canada	http://women.gc.ca

TRANSLATION AND INTERPRETER RESOURCES

SOURCE	LINK
The Multicultural Council of Windsor Translation and Interpretation Services	http://www.themcc.com/content/translation-and-interpretation-services Downtown Office-519-255-1127, East End Office-519-255-1127

GENERAL HANDOUT ONLINE TRAINING INITIATIVES

NOTE: The following list of FREE online training initiatives in the area of violence against women has been made possible through the works of the Canadian Network of Women's Shelters & Transition Houses (<http://endvaw.ca/>)

SOURCE	LINK	GENERAL INFORMATION
Ontario Association of Interval and Transition Houses Training Portal	http://www.oaith.ca/	Training topics include: Risk Assessment, Technology & Women Abuse; VAW Practice, and Harm Reduction.
Making Connections: When Domestic Violence, Mental Health and Substance Use Problems Co-Occur	http://dveducation.ca/makingconnections/	Training topics include: Domestic Violence, Mental Health and Substance Use; The Complexities of Co-occurring Problems; Collaborating Across Disciplines, Sectors, and Locations and Self Care and Compassion Fatigue.
Office for Victims of Crime Training (U.S. Department of Justice) and Technical Assistance Center- Sexual Assault Counselor /Advocate Training	https://www.ovcttac.gov/saact/module_toc.cfm	Training topics include: Intervening with individuals in a crisis; Advocacy/counseling; The realities and impact of sexual assault; Procedures to following common situation; Techniques to support recovery and compassion fatigue and self-care.
Office for Victims of Crime (U.S. Department of Justice) Training and Technical Assistance Center Victim Assistance Training	https://www.ovcttac.gov/views/TrainingMaterials/dspOnline_VATOnline.cfm	Training topics include: Acquiring the basic skills and knowledge needed to better assist victims of crime.
End Violence Against Women International Online Training Institute	http://olti.evawintl.org/Default.aspx?ReturnUrl=%2f	Training topics include: Criminal justice and community response to sexual assault.
Western Education Centre for Research & Education on Violence Against Women and Children	http://onlinetraining.learningtoendabuse.ca/	Training topics include: Assessment and management of risk for domestic violence; contextual issues related to newcomers, women with disabilities, children, and workplaces; sharing information and promoting collaboration; plans for implementation in respective systems and disciplines.

Human Trafficking: Canada is Not Immune – Online Training by BC Ministry of Justice	http://www.pssg.gov.bc.ca/octip/training.htm	Training topics include: How to recognize, protect and assist a person who may have been trafficked.
Springtide Resources – Improving Access to Violence Against Women Services for Women with Disabilities	http://www.springtideresources.org/resource/aoda-e-learning-improving-access-violence-against-women-services-women-disabilities	Training topics include: Understanding the accessibility for Ontarians with Disabilities Act and the Customer Service Standard; communicating and interacting with people with disabilities; serving persons who use service animals; support persons or assistive devices and accessibility at your agency.
Ontario Council of Agencies Serving Immigrants Family Violence Against Immigrant & Refugee Women: Community Development Strategies	http://learnatwork.ca/	Training topics include: Addressing the need to enhance domestic violence prevention strategies to reach immigrant and refugee women, including women without legal immigration status, trafficked women and women from racialized low-income communities.
Ontario Council of Agencies Serving Immigrants Family Violence and Refugee and Immigration Law	http://learnatwork.ca/	Training topics include: Basic immigration and refugee law concepts relevant in the context of family violence, immigration and refugee law obstacles; legal solutions for victims.

CO-ACTIVE COACHING

- ✓ The client is interacted with as a multi-faceted human being, who is valued and encouraged to focus on development that is meaningful and relevant to them
- ✓ The recognition of clients as “naturally creative, resourceful and whole” contributes to a climate of productivity that is self-reinforcing
- ✓ Empower the client/counselor relationship by balancing a level of support and challenge that expands capabilities, supports achievement & is built on trust

CHALLENGING CIRCUMSTANCES

- ✓ Integration / adaptation to a new life in Canada
- ✓ First time exposure to abuse and a lack of understanding on how to end it
- ✓ Citizenship status
- ✓ Economic status
- ✓ Isolation from support networks
- ✓ Reluctance to report abuse
- ✓ Levels of English language proficiency
- ✓ Unfamiliarity with Canadian legal system
- ✓ Unsubstantiated threats by partner
- ✓ Lack of translation / interpretation services in particular areas

EMPLOYING CULTURALLY SENSITIVE RESPONSES

- ✓ Reflect cultural knowledge / awareness that is non-judgemental
- ✓ Be sensitive to the beliefs and values of the woman
- ✓ Employ cultural and religious sensitivity
- ✓ Be cognizant of your own personal attitudes, beliefs, values and biases
- ✓ Be objective in your attempt to understand cultural factors
- ✓ Respond to the issues of domestic violence in accordance with facts
- ✓ Assess whether short or long-term assistance is required
- ✓ Use appropriate language
- ✓ Build a relationship of trust that is sensitive to the decisions she makes
- ✓ Encourage the woman to define herself and her current situation
- ✓ Negotiate the acceptance of a different set of values
- ✓ Validate her strengths
- ✓ Recognize that the woman is an expert in her own life
- ✓ Recognize that the woman is a multifaceted human being
- ✓ Assess your capabilities to assist her
- ✓ Provide options / resources that are culturally appropriate, feasible & understandable

RESOURCES:

Co-active Coaching:

http://www.co-active-coaching.de/uploads/media/Why_Co-Active_Coaching_wp_short_version_02.pdf.

CRIAW - Immigrant & Refugee Women Fact Sheet:

<http://www.criaw-icref.ca/sites/criaw/files/Immigrant%20%26%20Refugee%20Women%20Factsheet.pdf>.

NEIGHBOURS, FRIENDS AND FAMILIES (NFF)

Windsor Women Working With Immigrant Women: Opening Doors For Abused Women

OBJECTIVE: Domestic Violence Risk Assessment & Management

DATE: November 20th, 2014

TIME: 10:00 – 1:00 pm

TIME	ACTIVITY
10:00-10:15	Arrival Refreshments
INTRODUCTION	
10:15-10:30	Introductions/Ground Rules/Limitations and Agenda <u>Exercise</u> : What is Domestic Violence Why This Public Education Session was Created
10:30-10:45	Domestic Violence UN Definition Domestic Violence Criticisms Much More Than a Private Matter Gendered Approach/Analysis <u>Exercise</u> : Quote Analysis
FRAMEWORK	
10:45-11:00	Addressing and Preventing Domestic Violence Against Immigrant & Refugee Women Role of the Service Provider
CULTURAL AWARENESS, COMPETENCY AND DOMESTIC VIOLENCE AGAINST IMMIGRANT & REFUGEE WOMEN	
11:00-11:25	<u>Exercise</u> : Scenarios
11:25-11:40	<i>Break</i>
11:45-11:55	Assessment and Intervention in Violence Prevention
11:55-12:15	Important Frontline Worker Assessment and Intervention Skills
12:15-12:20	Making Referrals
12:20-12:30	Safety Planning
12:30-12:50	<u>Exercise</u> : Case Studies
CONCLUSION	
12:50-1:00	Post-Evaluation and Question & Answer Period

NEIGHBOURS, FRIENDS & FAMILIES (NFF) CAMPAIGN

Windsor Women Working With Immigrant Women
Opening Doors for Abused Women

Domestic Violence Risk Assessment & Management

Date / Time: November 20th, 2014; 10:00-1:00PM

Facilitator: Natalie Browning-Morgan; [WWWIWW Project Worker](http://WWWIWWProjectWorker)



Ground Rules



Challenge yourself regarding your beliefs and assumptions

Respect and open yourself up to new ideas and perspectives

Speak for yourself out of your own personal experiences (avoid generalizations)

Explore and open yourself up to discussing issues beyond your personal level of comfort

Honor candidity by maintaining confidentiality

There are no right / wrong questions and/or answers. Let's engage in conversation!

One person speaks at a time

Limitations

1. WE ARE **NOT** EXPERTS
2. WE ARE ALL A WORK-IN-PROGRESS
3. WE ARE EXPLORING SPECIFIC VAW UNDERSTANDINGS



Agenda

1. Exercise: What is Domestic Violence: Test Your Knowledge
2. Why These DV Public Education Sessions were Created
3. DV Definition and Domestic Violence : Not A Private Matter
4. Exercise: Quote Breakdown
5. Prevention of Domestic Violence
6. The Role of the Service Provider
7. Exercise: Case Studies
8. Assessment and Intervention in Violence Prevention
9. Making Referrals in Violence Prevention
10. Exercise: Case Studies "I Would Leave But.." and "I Don't Know Why?"
11. Safety Planning
12. Post Evaluation & Question & Answer Period

AGENDA





This Public Education Session and Workshop has been Created in order to:

- ▶ Provide a Canadian context of domestic violence
- ▶ Explain the seriousness of domestic violence and its impact on all members of the family
- ▶ Promote the safety of women and children who face domestic violence, looking at risk assessment and management
- ▶ Set out a cultural context that points to fundamental differences between societies based on individualism and collectivism
- ▶ Enhance the confidence of mainstream front-line service providers in working with immigrant, refugee, and newcomer families affected by domestic violence by providing a multi-dimensional perspective to their daily lived experiences.
- ▶ Engage our community in preventing domestic violence

Domestic Violence: Definition

“ Any act of gender-based violence perpetrated by a partner or ex-partner that results or is likely to result in:

- ▶ Physical, sexual or psychological harm or suffering to women or men, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. Domestic violence can be a single act or a pattern of behaviour in relationships, which encompass dating, marriage, family and roommate relationships.
- ▶ This places abuse in intimate relationships in a wider conceptual framework which locates violence and abuse within the gendered context of men’s and women’s lives, and which contends that domestic abuse can only be understood properly by acknowledging the continuum of violence against women and girls (in many forms and contexts) as a major global problem.

Source: [The United Nations Declaration on the Elimination of Violence against Women](#), United Nations General Assembly

Criticisms of the term "Domestic Violence"

- ▶ **Domestic Violence:**
- ▶ Commonly understood as abuse that occurs between partners in an intimate relationship.
- ▶ Criticized by the Violence against Women sector as not reflecting the gendered nature of violence. By terming the violence 'domestic', there is no reference to the fact that the majority of victims are women.
- ▶ The word 'domestic' also portrays an image that the issue is a private one, which is then better left to the couple to deal with, as opposed to a larger social issue, which would require a societal response. It is a public issue.



Domestic Violence: Much More than a Private Matter

- ▶ By understanding domestic violence as a “private matter”, it continues to be concealed from others and is therefore perpetuated. This belief not only silences victims but also removes the possibility of creating community accountability for the issue—especially the bystander effect. Consequently, a woman who experiences family violence is further isolated from potential supports and is often convinced that no one will support her. She may believe that she is entirely on her own and that the violent relationship is her problem to deal with.

Why a Gendered Approach.....

- ▶ In order to reflect the gendered nature of domestic violence, this presentation, will use gender-specific language. However, this gender-specific approach is not intended to obscure the fact that violence within intimate relationships can also be perpetrated against males in same-sex relationships, males in heterosexual relationships and women in lesbian relationships.
- ▶ To say that domestic violence is gender-based is simply to recognise that the socially attributed norms, roles and expectations of masculinity and femininity which affect intimate relationships and family structures are integral to the use and experience of violence and abuse, whether perpetrated by men or by women. The gendered social environment will affect prevalence, intention and consequences of abuse differentially, for men and women, and requires analysis

What are some other reasons for a gendered approach to DV? Because.....

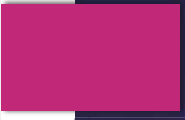
- the use of physical and sexual violence has been extensively employed in human history to impose and consolidate men's control over women and children
- the historical tolerance of men's violence against women (domestic and sexual, and in diverse arenas, including community, education and workplace) is still reinforced in many contexts and media representations, despite significant social and legal changes.
- It enables us to see and to name the problem, to direct our thinking and to inform a vision for transformation, at all levels of social interaction, from dominant to egalitarian masculinity, for the benefit of women, children and men, and the wellbeing of our communities

A gendered analysis recognizes:

- that violence is endemic and functional within human interactions and structures. There are many expressions of violence which are considered normal, legitimate and even honourable
- that men are statistically and overwhelmingly the main perpetrators of violence (especially severe and injurious violence) against other men and against women, but that by no means all men are violent or abusive
- that the meaning, use and consequences of violence by men and by women is not equivalent and cannot be understood in isolation, but as an expression (and sometimes subversion) of wider social factors
- that violence is further indicated in prevailing attitudes towards the oppression of women in North American society

Compared to Men, Women are:

- ▶ Six times more likely to report being sexually assaulted
- ▶ Five times more likely to report being choked
- ▶ Five times more likely to require medical attention, as a result of an assault
- ▶ Three times more likely to be physically injured by an assault
- ▶ More than twice as likely to report being beaten
- ▶ Almost twice as likely to report being threatened with, or having a gun or knife used against them
- ▶ Much more likely to fear for their lives, or be afraid for their children as a result of the violence
- ▶ More likely to have sleeping problems, suffer depression or anxiety attacks, or have lowered self-esteem as a result of being abused, and
- ▶ More likely to report repeated victimization



“ QUOTE EXERCISE: A woman who experiences violence in her family is entangled in a web of complexities that make choosing a violence-free life all the more difficult (Gill, 2004). ”

In small groups, please analyze this quote in regards to:

1. A Non-Immigrant Woman's experience in Canada
2. An Immigrant/Refugee or Newcomer Woman's experience in Canada



The Facts on Immigrant, Non-Status and Refugee Women and Domestic Violence

- ▶ Although immigrant, refugee, and non-status women experience the same forms of violence in their intimate relationships as those experienced by Canadian-born women, they also face particular barriers. A newcomer woman abused by her spouse or partner may suffer forms of abuse unique to the newcomer experience.
- ▶ Like all women, immigrant women are at high risk for domestic violence, but due to their immigration status, they may face a more difficult time escaping abuse. Immigrant women often feel trapped in abusive relationships because of immigration laws, language barriers, social isolation, and lack of financial resources. Despite recent legislation that has opened new and safe routes to immigration status for some immigrant women who are victims of domestic violence, abuse is still a significant problem for immigrant women, as it is for all women in Canada.



Addressing Domestic Violence in Immigrant, Refugee, and Newcomer Communities

- ▶ This project has been developed to create important strides in building relationships between immigrant, refugee, and newcomer communities and mainstream / front-line service providers to better support families.
- ▶ As service providers/front-line workers we need to always remember to respond to domestic violence situations with increased cultural sensitivity and awareness in the immigrant communities.



Prevention of DV Against Immigrant and Refugee Women Through Early Intervention

- ▶ As service providers, we need to be knowledgeable about the cultural background of the clients we work with and the immigration-related issues that they might face. Front line service providers also need to be aware of how their own behaviour, attitudes and biases affect their work with clients=**Cultural Competence & Cultural Awareness**
- ▶ Employing both **Cultural Competence and Cultural Awareness** allows service providers to become more culturally sensitive and better able to understand the beliefs, values, and choices of immigrant women from different ethno-cultural groups.

In light of the need for cultural awareness and competence, the following are some examples of questions frontline workers may ask themselves:

- ▶ What are my beliefs, behaviours and attitudes in relation to (i) domestic violence and (ii) attitudes when working with an abused woman? How might my beliefs, behaviours and attitudes affect the service I provide?
- ▶ Are there any pictures artefacts or other symbols that would put members of immigrant communities and/or abused women at ease when they enter the offices? (E.g., welcome sign in different languages, flags, pictures of people from different ethnic groups)
- ▶ Does the culture or colour of a woman affect the way I talk to her or the way I make a referral?
- ▶ Do I consider women as experts of their lives or do I see myself as the expert?

The Role of the Service Provider

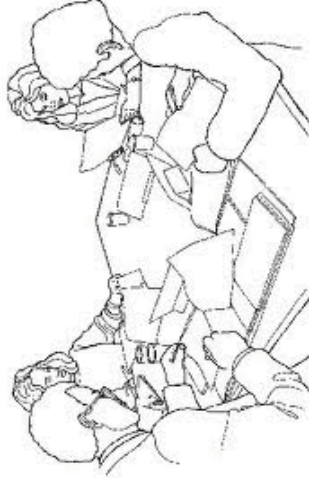
- ▶ Before assessing and intervening in a domestic violence case, it is essential for service providers and front-line workers to begin by reflecting on their own role in preventing or addressing abuse with respect to the case.
- ▶ Service providers need to be cognizant of :
 - ▶ **Boundaries of Frontline Work**-as a frontline worker you will most likely be the first person that will come in contact with victims or potential victims of domestic abuse. We must understand the professional boundaries of frontline work and know where to refer the woman for appropriate assessment, intervention and follow-up. Whether the role is assessment, intervention or professional counselling it should be done only by qualified professionals. Trying to provide a service for which the service provider is not qualified can place the woman at further risk.
 - ▶ **Self Reflection**-service providers benefit by self reflection and consideration of their role as a worker. For example: **Recognizing how our cultural beliefs might impact service delivery (gender biases, same sex issues etc.), Being aware of our tone, wording, body language, understanding and locating our position within society's power hierarchy (e.g., class, race, gender) and with respect to the newcomer, considering our responsibilities, boundaries (e.g., self disclosure), abilities, knowledge, skills, authority, and recognizing our comfort level.**

The Role of the Service Provider Continue:

- ▶ **Service providers need to be cognizant of :**
 - ▶ **Managing One's Role-** The service provider needs to learn about their role. This includes: Knowing how to manage their own tendencies and biases to ensure that bias does not interfere with the assessment or intervention, (e.g., thoughts about abuse, religious beliefs, education bias, skin privilege), and learning how to step out of the role if they feel uncomfortable , realizing it is not possible to save someone – a service provider can help, but it is not possible to rescue, providing choices for clients and not withholding information, avoiding assumptions for example about the woman's experience of immigration and domestic violence, avoid assumptions about the abuse and the woman's related choices, lastly ensure sympathy, empathy, and active listening when working with each client.
 - ▶ **Role of the Organization-** The organization needs to learn about their role. This includes: Ensuring all staff are aware, committed and have the skills to intervene, making sure ongoing anti-oppression and anti-racism training takes place, developing relevant policies, based on the needs of abused women, ensuring an environment in which women feel safe and comfortable to talk openly, avoiding multiple workers providing the initial intervention and referral, and ensuring that translation and interpretation services are available.

EXERCISE

- Four “Case Studies” have been distributed**
1. “Why don’t you just take something?”
 2. “Everything you need to know about...”
 3. “Too sensitive”
 4. “Sexuality in the social service setting”



Please read the case study with your group and answer the questions provided

An Intervention is: An act that results in an effect and is intended to alter the course of a process or an event

As a service provider or front-line worker, It is extremely important to remember that:

- ▶ Interventions should be conducted by workers specialized in domestic violence.
- ▶ Mismanagement of the process may result in greater risk for the woman.
- ▶ Domestic violence has serious consequences which could, in some cases, mean death. For this reason, proactive assessment and intervention are very important for both addressing and preventing domestic violence against immigrant and refugee women.
- ▶ Proactive assessment and intervention means assessing and evaluating an individual, not after, but before, the occurrence of an event, with a view to preventing it.



Assessment and Intervention in Violence Prevention

▶ 3 LEVELS OF ASSESSMENT

- ▶ Level 1 Assessment - is the initial assessment by a frontline worker who may or may not be experienced in responding to woman abuse.
- ▶ Level 2 Assessment - is a more in-depth assessment by a worker who is specialized in woman abuse issues, including immigration issues and understands the challenges related to immigration status.
- ▶ Level 3 Assessment – includes the assessment done as the woman seeks and makes use of a variety of services. For example, assessment will occur when legal or financial aid is sought, or when housing is requested by her, or on her behalf.



Assessment and Intervention in Violence Prevention: Assessment Level We Are Focusing On Today is Level 1 and 2

- ▶ The training today is designed to provide background information for frontline settlement workers who do not have extensive experience with woman abuse programs.
- ▶ These are workers like ourselves who may be in the position of first line response and find themselves needing to conduct a level 1 assessment. Following an initial assessment, the worker ensures that the woman is referred to a domestic violence prevention program with qualified staff who will carry out level 2 assessment and begin the intervention.

Pre-Assessment Requirements

Pre-Assessment Requirements Before Starting the Level 1 Assessment:

- ▶ Establish if the woman needs an interpreter and if so, ensure that family or friends are used for interpretation ONLY if the woman requests it. Children should not be used under any circumstances.
- ▶ Ensure the environment is safe for disclosure
- ▶ Validate the woman's experiences
- ▶ Ask the woman's permission to write some facts to aid memory. Explain to her why notes are being written and what they will be used for-that this information will be shared with another worker who has expertise with domestic violence
- ▶ Practice self-care and seek assistance if needed



Assessment and Intervention in Violence Prevention: Guidelines for Conducting an Effective Assessment

- ▶ Allow the woman an opportunity to present the domestic violence problem (i.e., let her tell her story)
- ▶ Recognize that the issue of domestic violence may not arise at the start of the meeting before trust has been built
- ▶ Be aware that a woman may not necessarily mention abuse as the issue. She may present a different problem (e.g., housing, finding a job, etc.)
- ▶ Understand that a woman may speak about a friend who is being abused, when, in fact, it is she who is the victim
- ▶ Remember that disclosure is a way for the woman to discuss the issue while keeping it confidential
- ▶ Educate the client, if necessary, about domestic violence: some cultures do not identify verbal and emotional abuse as abuse
- ▶ Emphasize and communicate that confidentiality will be maintained



Assessment and Intervention in Violence Prevention: How to Assess

- ▶ **Assess the immediate safety needs by asking:**
 - ▶ Are you in immediate danger?
 - ▶ Where is your partner now?
 - ▶ Where will he or she be when you are done with your medical care?
 - ▶ Do you want or need security, or the police to be notified immediately?
- ▶ **Assess the pattern and history of the abuse**
 - ▶ Assess the partner's physical, sexual, or psychological tactics,
 - ▶ How long has the violence been going on?
 - ▶ Has the partner forced or harmed her sexually?
 - ▶ Has the partner harmed family, friends, or pets?
 - ▶ Does the partner control activities, money, or children?

Assessment and Intervention in Violence Prevention: How to Assess

- ▶ **Assess the connection between domestic violence and the patient's health issues:**
 - ▶ Assess the impact of the abuse on the victim's physical, psychological, and spiritual well being.
 - ▶ Assess degree of the partner's control over the victim? "How is your partner's abusive behaviour affecting your physical health?"
- ▶ **Assess the victim's current access to advocacy and support groups:**
 - ▶ Are there culturally appropriate community resources available to the woman?
 - ▶ What resources (if any) are available now?
 - ▶ What resources have you used, or tried in the past? What happened? Did you find them helpful or appropriate?
- ▶ **Assess [woman's] safety:**
 - ▶ Is there future risk or death or significant injury or harm due to the domestic violence?
 - ▶ Ask about the partner's tactics: escalation in frequency or severity of the violence, homicide or suicide threats, use of alcohol or drugs, as well as about the health consequences of past abuse

Source: National Association of Social Workers. Domestic Violence Assessment and Intervention provided by the Family Violence Prevention Fund.



Important Frontline Worker Assessment and Intervention Skills

- ▶ Assessment skills to recognize signs of abuse
- ▶ Communication skills, including empathic listening, empowering her and recognizing her strengths
- ▶ Decision making skills – knowing when to refer, how to refer, where to refer, as well as how to support the decision making skills of the victim
- ▶ Non-judgmental attitude
- ▶ Patience and motivation to help the woman and put her at ease
- ▶ Sensitivity to the woman's culture and beliefs
- ▶ Read non-verbal signs, hesitation and body language
- ▶ Consider safety of space (e.g., open office)
- ▶ Consider woman's fear that disclosing could result in children being taken from her
- ▶ Consider the 'message' given when a person is led through the reception area in tears to a private room, or to the counsellor known to work with woman abuse
- ▶ Demonstrate concerns about her well being



Types of Interventions That Exist and Can Be Offered to Women Include:

- ▶ Emotional support
- ▶ Medical interventions
- ▶ Emergency shelter
- ▶ Permanent housing
- ▶ Counselling
- ▶ Support networks
- ▶ Legal and financial assistance
- ▶ Support around immigration-related issues



Important Tips for Providing an Effective Intervention:

- ▶ Have a list of the names and telephone numbers of services available in your area for all communities
- ▶ Ensure that this list is kept updated
- ▶ Have a contact person attached to each service
- ▶ Connect with local woman abuse initiatives (e.g., NFF, OWD, OCASI, VAW workshops, other women's settlement training, etc.) to keep up with pertinent issues



Important Tips for Conducting an Effective Intervention

- ▶ Inform her of your role (i.e., to help her make informed choices and decisions)
- ▶ Listen to the woman and provide validating messages
- ▶ Determine the extent of danger she may be in
- ▶ Determine whether it is safe for her and her children to remain in the home
- ▶ Discuss safety planning and review it with her
- ▶ Discuss with her how to keep information private and secure from her abuser
- ▶ Take seriously any feelings the woman has of being endangered
- ▶ Explain to women who are at high risk and planning on leaving the relationship that leaving without telling the partner may be the safest option
- ▶ Reinforce the woman's right to make decisions regarding her choices and options



Important Tips for Conducting an Effective Intervention Cont'd

- ▶ Assure her that any actions regarding support and referrals will not be done without her input
- ▶ Remember that the goal is not to get the woman to leave her abuser, or to “fix” the problem, but to provide support and information
- ▶ Provide outside referral, support and monitoring, to ensure that the woman has access to a trained domestic violence counsellor and to relevant services
- ▶ Remember your role is Level 1, that is, to support and refer the client
- ▶ Observe language (e.g., possible language challenges, need to avoid jargon, etc.)
- ▶ Explain free services (e.g., legal aid)
- ▶ Adhere to reporting requirements (i.e., duty to report)

Source: National Association of Social Workers. Domestic Violence Assessment and Intervention provided by the Family Violence Prevention Fund.

Making Referrals: A referral comprises the act of sending a woman to another destination for appropriate service.

Tips for Referrals:

- ▶ Know your organization's relevant referral protocols and guidelines
- ▶ Know the resources in your community, such as shelters specifically for domestic violence, police (any special units working with victims of domestic violence), legal aid, etc.
- ▶ Develop resources for your region and organization
- ▶ Make referrals to local resources
- ▶ Refer the woman, when possible, to organizations that reflect her cultural background or address her special needs, (e.g. organizations with multiple language capacity)

WHAT SERVICES ARE AVAILABLE FOR WOMEN IN THE WINDSOR/ESSEX AREA?

What Services are Available in our local area?

- ▶ Hiatus House
- ▶ Welcome Centre Shelter for Women
- ▶ SACC
- ▶ SADVTC
- ▶ BANA
- ▶ CMHA
- ▶ W5
- ▶ Windsor Police Domestic Violence Department
- ▶ MCC (interpreters)
- ▶ Children's Aid
- ▶ Victim Services
- ▶ WEST
- ▶ Central Housing Registry
- ▶ Windsor/Essex Metis Council
- ▶ The Inn of Windsor
- ▶ New Beginnings
- ▶ Ontario Works Settlement Division
- ▶ Teen Health Centre
- ▶ YMCA
- ▶ NCCE

Safety Planning

- ▶ Listening for safety issues and responding to them is a key part of intervention. It includes:
- ▶ Showing the woman relevant written material, e.g. a brochure about safety planning and reviewing it with her
- ▶ Reviewing ideas for how to keep information private and safe from the abuser
- ▶ Offering the woman immediate access to an available 24 hour local, provincial or national domestic violence hotline number
- ▶ Offering to have a service provider or advocate discuss safety immediately or at a later appointment
- ▶ If the woman says she feels she is in danger, taking it very seriously
- ▶ Making sure the woman has a safe place to go and encouraging her to talk to an advocate.
- ▶ Reinforcing the woman's autonomy in making decisions regarding the next steps

Safety Planning Continued....

- ▶ http://learnatwork.ca/pluginfile.php/35/mod_book/chapter/22/Peel%20Committee%20against%20Women%20Abuse%20Creating%20a%20Safety%20Plan.pdf
- ▶ http://learnatwork.ca/pluginfile.php/35/mod_book/chapter/22/Woman%20Abuse%20Council%20of%20Toronto%20Creating%20a%20Safety%20Plan.pdf

2 GREAT WEBSITES/DOCUMENTS

- ▶ Safety Planning in Situations of Woman Abuse Prepared by Woman Abuse Council of Toronto
- ▶ Peel Committee Against Woman Abuse has an extensive safety plan outline which includes:
 - ▶ **An Emergency Escape Plan**
 - ▶ **Creating a Safer Environment**
 - a) In the neighbourhood
 - b) At work
 - c) At home
 - ▶ **An Emotional Safety Plan**
 - ▶ **A Child's Safety Plan**
 - ▶ **During a Violent Incident**

CASE STUDIES “I Would Leave But..” and “I Don’t Know Why?”

EXERCISE

Please read the scenario provided and in your group, discuss:

1. Any physical, behavioural and verbal signs that might indicate domestic violence
2. How you would proceed to refer the woman to a domestic violence counsellor



Post Evaluations

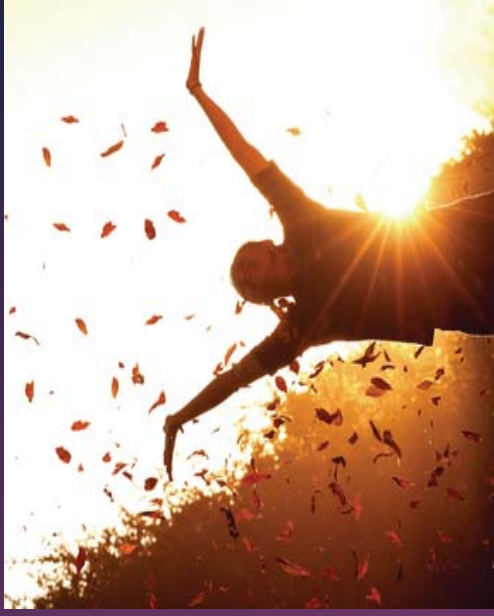
- ▶ Please fill out the post evaluations that are in your portfolio and hand them into me when you are done





Question & Answer Period

- NOTE: If the facilitators do not have an answer to your question,
1. We will be sure to get back to you with the requested information
 2. We encourage our participants to draw on their professional experiences to help encourage co-active learning



THANK YOU

WHAT IS DOMESTIC VIOLENCE: TEST YOUR KNOWLEDGE ICEBREAKER

The group was broken up into teams of 4 and each team got a bag filled with 5 characteristics/signs of DV or Non DV situations. Each group had to choose if they fell under the category of either: usually abusive, not usually abusive, or depends on the circumstance.

1. HITTING, KICKING, SLAPPING, PUSHING AND STALKING

- **Usually abusive.** These are all signs of physical abuse. Stalking is emotionally abusive and can lead to other forms of abuse down the road.

2. PRESSURING A PARTNER TO HAVE SEX

- **Usually abusive.** This is a sign of sexual abuse, and although there may not be any physical harm done, it may be considered rape even if the couple is married.

3. FORCING A PARTNER TO STOP TALKING FRIENDS OR RELATIVES

- **Usually abusive.** Batterers usually try to isolate their victims. This is emotional abuse, and an issue of power and control.

4. PREVENTING A PARTNER FROM LEAVING THE HOUSE

- **Depends on the situation.** This may or may not be abuse, depending on the circumstances. Think of a circumstance where a partner may try to keep someone at home legitimately, for example if the partner is suicidal or under the influence of drugs or alcohol and wants to drive. However, if it is strictly the use of power and control to keep the partner isolated, and from living her life, it is abuse.

5. REGULARLY INSULTING A PARTNER, OR PUTTING HIM OR HER DOWN

- **Usually abusive.** This is verbal and emotional abuse. The key to this being abuse is that it is done regularly.

6. REMINDING A PARTNER CONTINUALLY TO DO A CHORE SHE OR HE HAS PROMISED TO DO

- **Usually non-abusive.** This is probably not abusive.

7. THREATENING TO TAKE THE KIDS AWAY

- **Usually abusive.** It is emotionally abusive to use children in this way.

8. TELLING A PARTNER SHE LOOKS LIKE SHE IS PUTTING WEIGHT ON

- **Depends on the situation.** This may or may not be abusive, depending on how it is done. If a partner needs to watch their weight for health concerns and it is said in a constructive way then it is not abusive. If it is done as a put down to hurt the partner, then it is verbal and emotional abuse.

9. CHECKING ON WHEN AND TO WHOM PHONE CALLS ARE MADE BY PARTNER

- **Usually abusive.** This is probably a form of control exercised by one person over another. It may, however, be done for legitimate purposes, if there is a specific concern. For example, the person may be dealing illegal drugs.

10. REPEATEDLY CALLING OR APPEARING UNEXPECTEDLY AT A PARTNER'S WORKPLACE

- **Usually abusive.** This is usually a form of stalking/harassing and is done to intimidate, embarrass, and to let the person know she is under the power and control of her partner.

11. WITHDRAWING ALL THE MONEY FROM A JOINT ACCOUNT

- **Depends on the situation.** It is abusive if it is meant to hurt the other person, deny them the ability to buy food or pay rent etc. It is probably not abusive if the partner owes her money, is she is leaving an abusive partner, if he has been gambling excessively or buying drugs.

12. REFUSING TO GIVE A PARTNER ENOUGH MONEY TO LIVE ON

- **Usually abusive.** This is economic abuse, keeping the partner dependent upon the abuser.

13. TELLING A PARTNER HIS OR HER BEHAVIOUR IS OBNOXIOUS OR INAPPROPRIATE

- **Depends on the situation.** If someone is hurting you, your child, or anyone else, then we need to speak up if it is safe. That may be termed inappropriate or obnoxious by some, but it is not abusive. However, if it is a put down, insult, or attempt to control the other person behaviour it is abusive.

14. TAKING AWAY A PARTNERS CAR KEYS

- **Depends on the situation.** If this is done to control the partner's movements, or access to friends or families, then this is abusive. If it is done to prevent the partner for leaving under specific circumstances than it may not be abusive. E.g. The person is under the influence of drugs or alcohol or has a suspended licence it is not abusive.

15. CHECKING ON CREDIT CARD OR CHEQUEBOOK EXPENDITURES

- **Depends on the situation.** This may be economic abuse for the purpose of control; however, it depends on the reason for gathering the information. If there are overdrafts or unbelievably high credit card purchases, it may be a legitimate task.

16. MAKING THREATENING OR HARASSING PHONE CALLS TO A PARTNER OR EX PARTNER

- **Usually abusive.** This is emotional abuse, and a form of stalking.

17. PREVENTING PARTNER FROM PRAYING OR ATTENDING A PLACE OF WORSHIP

- **Usually abusive.** This would generally be considered abuse. It is an inappropriate use of power and control.

18. ABUSING PARTNER'S OR EX-PARTNER'S PET

- **Usually abuse.** This is emotional abuse, and can indicate that the abuse is becoming dangerous. It may also be a crime.

19. TAKING OR BREAKING THINGS THAT ARE PRECIOUS TO A PARTNER OR EX-PARTNER

- **Usually abuse.** This is property destruction and emotional abuse, designed to intimidate and control.

20. TELLING A PARTNER IN FRONT OF THEIR CHILDREN THAT THEY ARE WRONG REGARDING DISCIPLINE

- **Depends on the situation.** This may be emotionally abusive if the intent is to belittle, embarrass, or undermine the partner. In general, criticism of discipline by one parent should always be done away from the children. One exception is if the partner is endangering or abusing the children. Then it is not abusive for the other parent to attempt to protect the child.

A woman who experiences violence in her family is entangled in a web of complexities that make choosing a violence-free life all the more difficult (Gill, 2004).

In small groups, please analyze this quote in regards to:

1. A Non-Immigrant Woman's experience in Canada
2. An Immigrant/Refugee or Newcomer Woman's experience in Canada

Think....How are they similar, what are their differences?

Scenario One “I Would Leave If...”

A woman comes to the agency, accompanied by her husband, who escorts her to the worker’s office. He introduces her to the worker in English, and explains that his wife is looking for employment. He refers to his wife without including her and snaps at her when she tries to say something. At one point, he grabs her arm and yells at her to stop interrupting. He tells the worker that he has to go to work and has arranged for a friend to pick his wife up at the reception desk. He leaves without saying goodbye to his wife. The woman is visibly nervous and seems upset. She does not speak English; however, the worker speaks her language. The woman says that she wants to learn English but does not want to upset her husband. She says that he will not allow her to attend any form of educational setting, and that he just wants her to find some kind of employment, anything. She tells the worker that she is completely dependent on him and has no other family or friends in the city. She says that she doesn’t understand how she is supposed to work outside the home and do all the home maintenance that is expected of her. She begins to cry. She says she would leave her husband if she had somewhere else to go.

In your groups:

1. Identify any physical, behavioural and verbal signs that might indicate domestic violence.
2. How you would proceed to refer the woman to a domestic violence counsellor?

Scenario Two “I Don’t Know Why?”

A middle aged East Indian immigrant woman comes to your agency for her first visit. You are a front office administrator in a settlement office and you are the first person she comes in contact with. Immediately you notice that there is a faint bruise above her right eye. You ask her if she is okay, if she needs ice for her eye, and how you can help her. The woman responds by saying that she is not sure why she is there, that she is just being silly. She begins to explain everything is okay and that her husband has been less angry lately and less prone to violent outbursts. They have even spent several very pleasant evenings together recently. The woman seems confident that things have improved and she does not want to – rock the boat – by seeking support for herself outside her home. As she is speaking you observe that the woman appears exhausted and is having trouble listening and focusing.

In your groups:

1. Identify any physical, behavioural and verbal signs that might indicate domestic violence.
2. How you would proceed to refer the woman to a domestic violence counsellor?

In efforts to gauge levels of understanding and future learning opportunities, we ask that you complete the following survey. Your responses are completely confidential, anonymous, will be reported on in aggregated format and will be referenced when measuring impact.

INSTRUCTIONS:

It is our hope that the public education and training sessions not only encouraged a better understanding in the area of violence against women but also, equipped you with professional skill sets required to successfully assist a woman experiencing abuse. This survey has been set up in the following manner: (1) Logistics; (2) Training Items; and (3) Qualitative Feedback. Please complete all sections 😊

LOGISTICS:	RATING SCALE				
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
	1	2	3	4	5
The location was accessible	1	2	3	4	5
The timing was convenient	1	2	3	4	5
The trainers were knowledgeable	1	2	3	4	5
The quality of facilitation was good	1	2	3	4	5
The content was relevant and easy to follow	1	2	3	4	5
The materials distributed were pertinent and useful	1	2	3	4	5
The trainers allowed for class participation and interaction	1	2	3	4	5
Adequate time was provided for questions and discussion	1	2	3	4	5
The public education and training sessions met my expectations	1	2	3	4	5
I will be able to apply the knowledge learned	1	2	3	4	5

TRAINING ITEMS: Please rate your level of understanding prior to and after the training sessions						
How would you rate your ...	RATING SCALE					
	LOW	MEDIUM			HIGH	
	1	2	3	4	5	
Cultural awareness	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Ability to employ cultural competency when counselling clients	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of the challenges impacting spousal relationships	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Knowledge of the challenges associated with a limited understanding of cultural awareness	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of why frontline professionals should strive for cultural competency	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of the signs and risk factors associated with violence against women	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Ability to make relevant and appropriate referrals	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Ability to offer support and connections to available resources	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5

Understanding of risk assessment as it applies to violence against women	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of risk management as it applies to violence against women	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5

QUALITATIVE FEEDBACK:

What aspects of the education / training sessions did you like the most?	
What aspects of the education / training sessions could be improved?	
Please feel free to share any other comments you may have	

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NEIGHBOURS, FRIENDS AND FAMILIES (NFF) CAMPAIGN

Opening Doors For Abused Women

NEIGHBOURS, FRIENDS AND FAMILIES (NFF)

Newcomer Centre of Peel: Opening Doors For Abused Women

OBJECTIVE: Dynamics of VAW, Safety Planning & Appropriate Referrals

DATE: December 4th, 2014

TIME: 9:00 – 12:00 pm

TIME	ACTIVITY
9:00-9:15	Arrival Refreshments Icebreaker
INTRODUCTION	
9:15-9:30	Facilitators & Participants Explanation of Distributed Materials OWD – NFF Pre-Evaluation
9:30-9:35	What is the Neighbours, Friends & Families (NFF) Campaign Ground rules Limitations
FRAMEWORK	
9:35-9:55	Co-Active Learning: An Integrated Approach
DYNAMICS OF VAW	
9:55-10:15	<u>Exercise</u> : Facts & Statistics Related to Women Abuse (Returning to Icebreaker activity)
10:15-10:30	<i>Break</i>
10:30-10:40	<u>Exercise</u> : “I Got Flowers Today” Video & Poem
10:40-10:55	Dynamics of VAW
10:55-11:10	Safety Planning
11:10-11:35	<u>Exercise</u> : Scenarios & Video: “Barriers to Achieving Safety”
11:35-11:55	Challenges Impacting Spousal Relationships
CONCLUSION	
11:55-12:00	Question & Answer Period

Dynamics Of VAW, Safety Planning & Appropriate Referrals

EXERCISE: Icebreaker

Facts & Statistics Related to Woman Abuse *(see handout created by Rexdale Women's Centre)*

The purpose of this exercise is to dispel the myths of domestic violence. The icebreaker activity can be distributed before the session begins and participants may begin working on it as they are arriving and introducing themselves to one another. The answers can be taken up with everyone prior to a first break in the session.

INTRODUCTION

WHAT IS THE NEIGHBOURS, FRIENDS AND FAMILIES (NFF) CAMPAIGN?

The NFF project includes a public education campaign intended to help raise awareness about violence against women. Rexdale Women's Centre's NFF: "Opening Doors for Abused Women" campaign includes the execution of a coordinated and collaborative approach to prevent violence against women and improve supports for survivors. We are committed to working across the province and with community organizations to develop and deliver training, implement public education campaigns and enhance service delivery, resources and supports.

GROUND RULES

- Challenge yourself regarding your beliefs and assumptions
- Respect and open yourself up to new ideas and perspectives
- Speak for yourself out of your own personal experiences (avoid generalizations)
- Explore and open yourself up to discussing issues beyond your personal level of comfort
- Honour candidacy by maintaining confidentiality
- There are no right / wrong questions and/or answers. Let's engage in conversation!
- One person speaks at a time

LIMITATIONS

- The facilitator acknowledges that she is NOT an expert in the field of violence against women
- For those in attendance, although you may have extensive experience and / or knowledge in your particular field of work, you too are not an expert. We are all a work-in-progress and would benefit from maintaining ongoing learning and development
- The information presented does not explore ALL the current literature and/or understandings in the area of violence against women

FRAMEWORK

WHAT IS THIS TRAINING SESSION PREMISED ON?

CO-ACTIVE LEARNING: AN INTEGRATED APPROACH

“A relationship based approach rooted in the competencies of emotional intelligence and the belief that people have an inherent desire to strive toward meaningful and fulfilling goals and will perform at their best when challenged and supported by others who act as effective champions and coaches for them” (Coaches Training Institute, 2009, pg. 3).

Today’s training session is premised on an understanding that will foster a climate/culture in which the trainer and trainees interact to elevate levels of learning and achievement. This culture of co-active skills will encourage us to not only seek opportunities to develop ourselves but also challenge one another to our fullest capacities.

Why Co-active Learning?

As a trainer / facilitator, my reasoning for incorporating / fostering a co-active learning environment is two-fold:

1. My interaction with all those in attendance has been guided by a belief system which maintains that you are all “naturally creative, resourceful and whole” (Coaches Training Institute, 2009). It is my hope that the level of confidence, commitment and engagement I establish with you will help expand your list of possibilities and ultimately, help enhance performance by contributing to a climate of productivity that is self-reinforcing
2. The above reasoning can also be applied to your interaction / counseling with clients therein

Principles of Co-active Coaching

Co-active coaching integrates three foundational principles that help enhance the quality and results experienced in organizational settings:

1. **Fulfillment:** the satisfaction one feels about work is meaningful and purpose driven
2. **Balance:** organizational challenges / opportunities are viewed from an empowered stance
3. **Process:** operating with full engagement and awareness of what is occurring at any given moment

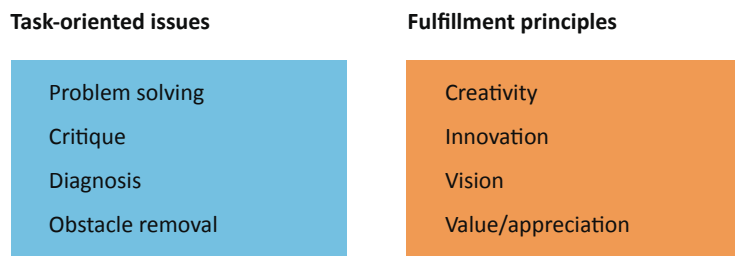
Fulfillment

Living a life of meaning and making an impactful difference is intrinsic to life as a human being. A sense of fulfillment and satisfaction is obtained when this intent (meaning; impactful difference) forms the basis of your professional life and encourages you to inspire others. Fulfillment empowers the learning process because it engages the person (employee, client, etc) in aspects of life / work that are most meaningful. It asks that we rid ourselves of previously held understandings that focus primarily on identifying obstacles and solving problems. Rather, envisioning desired outcomes receives greater emphasis than diagnosing past mistakes (Coaches Training Institute, 2009). For example:

As a facilitator, I envisioned the outcome I wanted with these training sessions. This process of reasoning included a belief system which maintained that those in attendance (frontline settlement counselors), are “naturally creative, resourceful and whole”. It is my hope that this perspective of confidence will contribute to productivity that is self-reinforcing (trainer / trainee; counselor/client). By maintaining an assumption that those in attendance have high capabilities, I am encouraging high productivity and performance.

Whereas businesses tend to address the task-oriented issues (left-hand side of Figure A), the application of fulfillment principles (right-hand side of Figure A) encourages us to operate with balanced skills. This helps enable an individual, community, organization, or society to: (1) bring forth a greater alignment to a collective or, core purpose; (2) an expanded sense of possibility and agency to impact the future; and (3) sustained focus on values that matter most (Coaches Training Institute, 2009).

Figure A



We can apply this reasoning when thinking of the NFF campaign: as a collective, we align our purpose with that of the campaign (help raise awareness about violence against women); we expand our range of possibilities and agency to impact the future (explore possibilities and ways in which we can impact the future by ending violence against women); and continue to maintain this ongoing focus.

Balance

Through the principle of balance, employees / clients discover their level of agency, which allows them more capacity to view their circumstances, opportunities or challenges in ways that create possibility and provoke strength and the identification of concrete and powerful actions to move forward. Balance rests on theories of *transformative learning* in adult education and organizational psychology. There are always a set of assumptions or beliefs dictating how you view yourself and the world around you. Co-active learning encourages a greater awareness about one’s default outlook towards life / circumstances and supports the

finding and adoption of perspectives that fuel possibilities, strengths and actions from which to choose. When outcomes do not match what was wanted, the key is to critically examine the underlying values and assumptions rather than just the actions (Coaches Training Institute, 2009). For example:

An immigrant or, refugee female victim of abuse visits a violence prevention counselor and informs her of her unfortunate, abusive reality. The counselor, having been born and/or raised in a Canadian context, with exposure to feminist understanding, stresses the importance of leaving and seeking refuge at a shelter. The immigrant or, refugee woman refuses to follow through with the suggestion because of her conditioning. Both parties are now at a standstill. Rather than focus on an outcome that did not match what the counselor wanted, the counselor would benefit from examining his/her values and assumptions that dictated why that option was stressed and more importantly, why the client was not receptive.

Note: Seek to understand before being understood. As a counselor, when you offer greater awareness, the client becomes more able to choose perspectives that serve to empower and provide greater possibility, rather than limit or constrain them. This approach establishes a strong platform from which people *can exercise choice and make responsible and accountable commitments* to taking action.

Process

Too often, as we navigate the challenges of the workplace, aspects that are unpleasant or difficult may be pushed aside, ignored, or denied. The principle of process emphasizes the state of being and identity of the person. This idea of process focuses on the experience of full engagement of the individual (or team) in relationship to the surrounding world in any given moment. It is asking that you awake all your senses (thinking; feeling; acting; imagining) so that an expression of your authentic self can foster an interconnection with others (Coaches Training Institute, 2009).

There are many characteristics that influence interpersonal effectiveness. However, by awakening and expressing your authentic self while interacting with others, you have a greater chance of achieving a successful outcome. The degree to which you are able to proactively engage with and respond to whatever may be occurring, encourages an employee or team to become more resourceful in a wider range of circumstances.

The Power of Relationship

When adopting these principles either at an individual or client-counselor level, it fosters a climate in which the individual / client is valued, encouraged to focus on development that is most relevant and meaningful to them and where they are viewed and interacted with as multi-faceted human beings with whole lives (Coaches Training Institute, 2009). For example:

Let's revisit the previous scenario. In addition to examining his/her values and/or assumptions, the counselor would have benefitted from recognizing that the client is a multi-faceted human being. It would require that the counselor ask: How does this client's race, gender, class, citizenship status, sexual orientation, etc. intersect in manners that have dictated her conditioning and ultimately, her reasoning for opposing a shelter?

When you interact from that place, the confidence, commitment and engagement of the counselor elevates what the person views as possible for him or herself, shifting the conversation from just focusing on challenges / problem solving to a landscape that is more inspired and meaningful. It is neither controlling, nor demanding. Rather, it is full of encouragement and belief in oneself.

This approach places emphasis on the designed alliance between counselor and client. By encouraging a climate of trust between the counselor and client, the outcomes become nothing short of successful. This alliance between counselor and client empowers the relationship because it has both parties consciously and intentionally choosing to create a relationship that will support achievement. The counselor uses skills that support the client, such as listening, acknowledgment and support, as well as creating sufficient challenge. The balance between support and challenge encourages clients to expand their current and perceived level of capability (Coaches Training Institute, 2009).

Cornerstones and Contexts of Co-active Coaching

The context from which a counselor comes from helps inform how they interact, the specific skills, methods and approaches that are accessible. The context becomes: curiosity; intuition; listening; self-management and deepening the learning/forward-the-action. By interacting from a stance that clients are “naturally creative, resourceful and whole”, you foster a confidence level which enhances performance and contributes to a climate of productivity that is self-reinforcing (Coaches Training Institute, 2009).

Things to Remember

- Human beings have an inherent desire to learn and grow. Part of this human endeavour is to become an engaged and contributing member of society
- Human beings are naturally able to expand their ability to interact effectively with others
- Learning occurs when individuals are exposed and encouraged to experience new ways of being and acting with others. This requires ongoing experimentation, engagement and interaction
- Fostering a community of actively-engaged learners creates a richness of experience that cannot be created in isolation
- Your role is to create an environment where learning flourishes, to establish a context around which learning experiences are built, to provide a balance of support and challenge that inspires your client to adopt that way of self-reinforced thinking in their everyday life.
- Understanding emerges for each person as they engage with others, experience new ways of interacting and reflect on their lived experience
- Challenge yourself by asking: (1) How do I experience myself and engage in relationship to the world around me (presence and identity)?; (2) How do I engage and interact with others (interrelationship); (3) What am I able to do (skills)?; (4) What do I know (knowledge)?

DYNAMICS OF VAW

I got flowers today (Poem & Public Service Announcement)

After reading the poem and showing the video, the facilitator asks participants what this says to them about the definition and characteristics of abuse and violence. Participants may discuss

- Issues related to power and control
- The cyclical nature of domestic violence and abuse
- Impacts of abuse on women

Definitions of Woman Abuse

“Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life” (United Nations, 1993).

“Woman abuse refers to violence by a woman’s current or former spouse, intimate or dating partner” (NFF, 2010).

“...any use of physical or sexual force, actual or threatened, in an intimate relationship. Intimate relationships include those between opposite-sex and same-sex partners. These relationships vary in duration and legal formality, and include current and former dating, common-law and married couples” (OCASI, 1996).

- Explain that we often hear the term “woman abuse” rather than “domestic violence,” “family violence,” “intimate partner violence” or the many other terms that are often used interchangeably to describe the abusive situations that women experience.
- Abuse is a more inclusive term than violence. Using the term “woman abuse” acknowledges that women’s experiences of violence are rooted in the social, economic and political inequality of women (NFF, 2010). Using the term “woman abuse” captures a wide spectrum of behaviours, including physical and sexual violence but does not dilute the existence of other seriously abusive acts including control, intimidation, threats and isolation (NFF, 2010). Survivors of abuse relate that the non-physical forms of abuse can often be just as devastating as physical abuse.
- The term “woman abuse” acknowledges that “women experience abuse at the hands of intimate partners in far greater numbers than men in our society” (NFF, 2010). Generally speaking, in comparison to men, women experience more severe physical injury, trauma, and emotional, social and economic impacts. Statistics and the experiences of men also indicate that their lives are not plagued by such abuses at the same rates, or in the same numbers.

Characteristics of Woman Abuse

- Woman abuse is not a new social problem and it occurs in all socio-economic groups. Women of different races, poor and older women, disabled and deaf women, lesbians, immigrant and refugee women, and geographically isolated women can be impacted differently and experience more barriers to seeking and receiving supportive services.
- Centrality of power and control: These crimes are often committed in a context where there is a pattern of assault and controlling behaviour. This violence may include physical assault, emotional, psychological and sexual abuse. It can include threats to harm children, other family members, pets and property. Violence is used to intimidate, humiliate or frighten victims, or to make them powerless (OCASI, 2006).
- Although both men and women can be victims of domestic violence, the overwhelming majority of this violence involves men abusing women (OCASI, 2006).
- Inevitability of emotional or physical scars: Women abuse hurts, damages, humiliates, isolates, intimidates, traps and sometimes kills (OCASI, 2006).

At this point, the facilitator can distribute & discuss a handout on the physical, emotional, spiritual and sexual impacts of woman abuse, as well as Power & Control Wheels (general & for I & R Women).

Can also discuss here how children are impacted by woman abuse (see additional handout).

SAFETY PLANNING

Review information provided in NFF pamphlet titled, "Safety Planning for Women Who are Abused."

- Developing a safety plan
- Getting ready to leave
- Leaving the abuser
- After leaving

Show video: Barriers to Achieving Safety (<http://www.curriculum.org/womanabuse/module3.shtml>)

EXERCISE

Distribute case scenarios and have participants reflect on barriers to safety that the women in the scenarios are facing in Canada. (Note: These scenarios come from the OCASI training on “Understanding and Responding to Sexual Violence in Immigrant and Refugee Communities”).

Points of discussion:

Challenges Impacting Spousal Relationships

Integration / adaptation to a new life in Canada

- Some of these immigrant women come from societies that maintain men in a position of authority, who can physically dominate his partner with no repercussion. This is not the case in Canada, a country that does not condone violence against women and holds perpetrators accountable. When these men feel as though their power and control is being jeopardized, they may resort to violence, thus making the immigrant woman more vulnerable (OCASI, 2006).

First time exposure to abuse and a lack of understanding regarding how to end it

- Consequently, some immigrant women come from countries where close knit communities have established regulating limits to male authority. Integration into Canadian society may encourage economic and social pressures that lead to first-time encounters of abuse. As such, these women have yet to establish skill sets of knowledge to help deal with the abuse (OCASI, 2006).

Citizenship status

- Many immigrants, majority of whom are women, arrive in Canada as sponsored or dependants. Immigration status affects access to legal protections, which in turn influences the risk for domestic violence. Abusive partners often exercise power and control by using immigration status to threaten their partners with deportation. Many immigrant and refugee women are unaware of how the legal system works, the legal protections available to them and the importance of gathering evidence of abuse. Studies have found that these women often consider their immigration status, as well as their partners, when deciding to report domestic violence. They may choose not to report it out of fear that their partner, they or, their children may be deported (Rana, 2012).

Economic dependence on spouse (inhibits independence)

- Perpetrators of domestic violence most often encourage an economic dependence. This form of abuse includes denying / restricting her access to family finances, often including her own pay cheque; not supporting / respecting her job; harassing her about her job (lack thereof); forbidding her from attending employment workshops/training intended to develop her knowledge and skill sets. Similarly, if the woman is working without a permit, her partner may threaten to report her to the authorities in efforts to not only prevent her from becoming financially independent, but also to maintain ongoing fear so that she does not speak with anyone about it (Rana, 2012).

Isolation from support networks

- A characteristic of many immigrant women is that they belonged to close-knit ethnic communities in their home country. When they immigrate to Canada, they become completely isolated from their family and extended community social networks. It becomes even more difficult for these women to establish social networks in Canada, especially if their partner is restricting them from gaining employment. This form of isolation further victimizes a woman because her partner is aware of the fact that without a social network, he will not be challenged or held accountable for his actions. Consequently, immigrant and refugee women may also have close ties to their communities and extended family members who condone or contribute to domestic violence by pressuring the woman to stay with her abusive partner. The pressure may be in the form of advice to not report the abuse to the police because it is a “private” matter, they may threaten to abandon or disown her or, stigmatize her for bringing shame to the family (Rana, 2012).

Reluctance to report because of reception from ethno-racial community

- In some communities, if an immigrant woman reports abuse at the hands of her partner to the authorities, she is unfortunately shunned and/or blamed for the abusive behaviour. In particular, when religious and social beliefs frown upon family breakups, an immigrant woman is again, further victimized (OCASI, 2006).

Language proficiency (lack thereof)

- Canada’s point system helps ensure that many immigrants are fluent in English upon arrival. Consequently, those who enter as sponsored or dependant family members, majority of whom are adult women, arrive with limited fluency in English. Not being able to speak one of the official languages encourages vulnerability. In the case of abusive relationships, male partners forbid the woman from acquiring English language acquisition skills in efforts to isolate and reduce access to employment (OCASI, 2006).

Unfamiliarity with Canadian legal system

- Many immigrant women are unfamiliar with Canada’s legal system and their rights therein. Moreover, they may have a general distrust of the police and court system and feel as though neither can help protect them (OCASI, 2006).

Unsubstantiated threats by abuser (deportation; take children away)

- In addition to her unfamiliarity with Canada’s legal system and lack of English proficiency, an abusive partner may deliberately misinform an immigrant woman about her rights and status. Experiencing intimidation and threats from the abuser may lead her to believe that she can be deported if she reports the abuse or, risks losing her children to child protection authorities (OCASI, 2006).

Lack of translation / interpretation services in particular areas

- The lack of translation / interpretation services poses a barrier and encourages vulnerability. An immigrant woman may seek the assistance of a violence prevention counselor but may fail to receive the support she requires if there is no one available to translate / interpret for her. She may resort to other contacts that speak her language but most often, will not disclose the abuse for fear that her husband may find out. In instances where interpretation and translation services do exist, the woman or service provider may not be aware of the services and risk making an inappropriate referral (OCASI, 2006).

REFERENCES

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NEIGHBOURS, FRIENDS & FAMILIES (NFF) CAMPAIGN

Rexdale Women's Centre
Opening Doors for Abused Women

Dynamics of Violence Against Women; Safety Planning & Appropriate Referrals

Date / Time: December 4th, 2014; 9:00AM-12:00PM

Facilitators: Sonya Aslan; NFF Provincial Coordinator & Sonya Strohm; NFF Project Facilitator, Newcomer Centre of Peel



Logistics

INTRODUCTIONS

TWIN-POCKET PORTFOLIO: MATERIALS

- ▶ NFF brochures
- ▶ Employing Culturally Sensitive Responses: Checklist
- ▶ Violence against Women: List of Resources
- ▶ Violence against Women: FREE Online Training(s)

OWD-NFF EVALUATIONS: PRE / POST



Ground Rules



Challenge yourself regarding your beliefs and assumptions

Respect and open yourself up to new ideas and perspectives

Speak for yourself out of your own personal experiences (avoid generalizations)

Explore and open yourself up to discussing issues beyond your personal level of comfort

Honor candidity by maintaining confidentiality

There are no right / wrong questions and/or answers. Let's engage in conversation!

One person speaks at a time

Limitations

1. WE ARE **NOT** EXPERTS
2. WE ARE ALL A WORK-IN-PROGRESS
3. WE ARE EXPLORING SPECIFIC VAW UNDERSTANDINGS



Agenda

1. Exercise: Icebreaker
2. What is the NFF Campaign?
3. Co-Active Learning: An Integrated Approach
4. Exercise: Return to Icebreaker: Facts & Statistics Related to Woman Abuse
5. Break
6. Exercise: "I Got Flowers Today" Video & Poem
7. Dynamics of VAW
8. Safety Planning
9. Exercise: Scenarios & Video: Barriers to Achieving Safety
10. Challenges Impacting Spousal Relationships
11. Question & Answer Period



AGENDA

What is the NFF Campaign?

NFF CAMPAIGN

Public education campaign intended to help raise awareness about the signs of woman abuse so that those close to an at-risk woman, or an abusive man, can help



RWC INVOLVEMENT

Execution of a coordinated / collaborative approach to prevent VAW & improve supports for survivors

Provincial campaign:

develop and deliver training, implement public education campaigns and enhance service delivery, resources and supports



MANDATE

Provide communities with tools and strategies to prevent woman abuse through:

Recognizing the warning signs of woman abuse and knowing what to do

Supporting / encouraging community members affected by woman abuse to start talking about the problem - **public and NOT, private matter**

Referrals to appropriate resources in the community

NFF Campaign Materials

MESSAGES

Campaign Key Messages

- 1** Neighbours, Friends and Families have a crucial role to play in preventing woman abuse
- 2** You can learn about the warning signs of woman abuse and you can learn how to help
- 3** NFF provides the tools to help, read the brochures and safety cards
- 4** Talking to abusive men is critical to ending woman abuse
- 5** Abusive behaviour won't go away on its own. There are services to help who abuse

RESOURCES

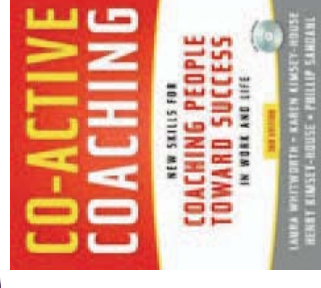
- ▶ Brochures
- ▶ Community Action Kit
- ▶ Website:
[CUNIPP](#)
[SSSBA](#) [AHCE](#) [CP](#) [CEPR](#) [L?](#) [L?](#) [R?](#) [R?](#)
- ▶ [Y?](#)
- ▶ [E?RA](#) [L?](#) [F?](#) [F?](#)

“ A relationship based approach rooted in the competencies of **emotional intelligence** and the belief that **people** have an inherent desire to **strive** toward **meaningful and fulfilling goals** and will **perform at their best** when **challenged and supported** by others who act as effective **champions and coaches** for them ”

COACHES TRAINING INSTITUTE, 2009, PG.3

Today's training session is premised on an understanding that will foster a climate/culture in which trainers and trainees **interact** to **elevate** levels of learning and achievement.

This culture of co-active skills will encourage us to not only **seek opportunities** to develop ourselves but also, **challenge one another** to our fullest capacity



Co-Active Learning: An Integrated Approach

Why Co-Active Learning?

1. The belief that participants are **"naturally creative, resourceful and whole"**
2. Interacting / counseling clients



It is our hope that the **level of confidence, commitment and engagement** we establish with you **will help expand your possibilities and enhance performance** by fostering a **climate of productivity** that is **self-reinforcing**



Co-Active Learning: An Integrated Approach

Principles of Co-Active Coaching

FULFILLMENT

The satisfaction one feels about work is **meaningful** and **purpose driven**

BALANCE

Organizational **challenges / opportunities** are viewed from an **empowered** stance

PROCESS

Operating with full **engagement and awareness** of what is occurring at any given moment



The integration of these principles enhances quality and results

Co-Active Learning: An Integrated Approach

Fulfillment

- ▶ Living a life of meaning and making an impactful difference is intrinsic to life as a human being
- ▶ A sense of fulfillment is achieved when intent (**meaning; impactful difference**) forms your professional life and encourages you to inspire others
- ▶ Empowers learning process by engaging the person (life / work) in meaningful ways
- ▶ Primary focus is **no longer** on identifying obstacles and solving problems.
Envisioning desired outcomes receives greater emphasis than diagnosing past mistakes

Co-Active Learning: An Integrated Approach

TASK ORIENTED ISSUES

- ▶ Problem Solving
- ▶ Critique
- ▶ Diagnosis
- ▶ Obstacle Removal



FULFILLMENT PRINCIPLES

- ▶ Creativity
- ▶ Innovation
- ▶ Vision
- ▶ Value / Appreciation



Encourages us to operate with

Addressed by businesses

balanced skills

Co-Active Learning: An Integrated Approach



Enables individuals, communities,
organizations, societies by:

1. Bringing forth a greater alignment to a collective, or core purpose
2. Expanded sense of possibility and agency to impact the future
3. Sustained focus on values that matter most



APPLICATION TO NFF:

As a collective, we

1. Help raise awareness about violence against women;
2. We explore possibilities and ways in which we can impact the future by ending violence against women; and
3. Continue to maintain this ongoing focus

Co-Active Learning: An Integrated Approach

Balance:

- ▶ Individuals / clients **discover their level of agency**, allowing them more capacity to view circumstances, opportunities, or challenges in ways that create possibility and provoke strength and identification of concrete and powerful actions to move forward
- ▶ **Assumptions / beliefs** dictate how you view yourself and the world around you
- ▶ Encourages a **greater awareness** about one's default look towards life / circumstances
- ▶ Supports the adoption of perspectives that fuel possibilities, strengths and actions from which to choose
- ▶ When outcomes do not match what was wanted, the key is to critically examine the underlying **values** and **assumptions**, rather than just the actions



Co-Active Learning: An Integrated Approach

How can we apply the principle of balance to the following example?

An immigrant or, refugee female victim of abuse visits a violence prevention counselor and informs her of her unfortunate, abusive reality. The counselor, having been born and/or raised in a Canadian context, with exposure to feminist understanding, stresses the importance of leaving and seeking refuge at a shelter. The immigrant or, refugee woman refuses to follow through with the suggestion because of her conditioning. Both parties are now at a standstill.



Co-Active Learning: An Integrated Approach

As a service provider, when you offer **greater awareness**, the client becomes more able to choose perspectives that serve to **empower** and provide **greater possibility**, rather than limit or constrain them. This approach establishes a strong platform from which people can **exercise choice** and make **responsible** and **accountable commitments** to taking action.



Co-Active Learning: An Integrated Approach

Process:

- ▶ As we navigate the challenges of the workplace, aspects that are unpleasant / difficult are pushed aside, ignored, or denied
- ▶ This principle emphasizes the **state of being** and **individual identity**
- ▶ Focusing on experiences of **full engagement** (individual / surrounding world) in any given moment
- ▶ Awakening of the senses (thinking; feeling; acting; imagining)
- ▶ Expression of your **authentic self** fosters interconnection with others
- ▶ Encouraging a greater chance of **successful outcomes**
- ▶ Proactive engagement promotes resourcefulness

Co-Active Learning: An Integrated Approach

The Power of Relationship

- ▶ Client is valued and encouraged to focus on development that is **relevant** and **meaningful**
- ▶ As a counselor, you view and interact with your client as **multi-faceted** human beings

Let's revisit the previous scenario:

- ▶ **Self-Awareness:** examine values / assumptions
- ▶ **Client as multi-faceted human being:** How does the client's race, gender, class, citizenship status, sexual orientation, etc intersect? How have these "interlocking systems of oppression" dictated conditioning and reasoning for opposing the shelter?



Co-Active Learning: An Integrated Approach

Your role as Counselor:

1. Create an environment where learning flourishes (inspiring; meaningful; encouraging)
2. Empower the relationship: client / counselor are both consciously and intentionally supporting achievement
3. Establish a context around which learning experiences are built (multi-faceted human being)
4. Provide a balance of **support** and **challenge** that inspires **self-reinforced** thinking in everyday life



Return to Icebreaker Exercise: Facts and Statistics Related to Woman Abuse



Break



I Got Flowers Today – Paulette Kelly

- ▶ What does this say to you about the definition and characteristics of abuse and violence?





Dynamics of VAW: What is Woman Abuse?

- ▶ “Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life” (United Nations, 1993).
- ▶ “Woman abuse refers to violence by a woman’s current or former spouse, intimate or dating partner” (NFF, 2010).
- ▶ “...any use of physical or sexual force, actual or threatened, in an intimate relationship. Intimate relationships include those between opposite-sex and same-sex partners. These relationships vary in duration and legal formality, and include current and former dating, common-law and married couples” (OCASI, 1996).



Dynamics of VAW: What is Woman Abuse?

- ▶ Woman abuse is **not** a new social problem; it occurs in all socio-economic groups.
- ▶ Women of different races, poor and older women, disabled and deaf women, lesbians, immigrant and refugee women, and geographically isolated women can be impacted differently and experience more **barriers** to seeking and receiving supportive services.
- ▶ Although both women and men can be victims of domestic violence, the overwhelming majority of this violence involves **men abusing women** (OCASI, 2006).



Dynamics of VAW: What does woman abuse look like?

- ▶ Woman abuse can affect the **physical, emotional, spiritual, sexual** and **financial** well-being of women. The impacts will be different for every woman. You may not see any signs of abuse (i.e., physical injuries or marks), but that doesn't mean the warning signs aren't present (NFF, 2010).
- ▶ See handout (impacts of abuse)

Dynamics of VAW: What does woman abuse look like?

- ▶ Centrality of **power** and **control**: These crimes are often committed in a context where there is a **pattern** of assault and controlling behaviour.
- ▶ **The Cycle of Violence** (Walker, 1979):
 - ▶ **Phase 1: Tension builds** – the abuser may threaten or physically abuse the victim and the victim may do whatever is possible to calm him, believing she can prevent a violent incident, even though she usually fails
 - ▶ **Phase 2: Violence occurs** – the abuser often hits or sexually abuses the victim
 - ▶ **Phase 3: Honeymoon phase** – the abuser apologizes and promises to stop the abuse, usually blaming the victim. Often the victim believes the apologies and forgives the abuser for the violence. However, the cycle resumes and the violence occurs again.



Dynamics of VAW: Power & Control

- ▶ See handouts: Power & Control Wheels

Safety Planning

- ▶ Developing a Safety Plan: This involves identifying actions to increase the safety of the abused woman and that of her children.
- ▶ See pamphlet: **Safety Planning for Women Who are Abused**

Safety Planning

- ▶ **A safety plan might include:**
 - ▶ Telling someone you trust in confidence about the abuse
 - ▶ Speaking to your children & letting them know that abuse is not right and that it is neither your fault nor theirs
 - ▶ Planning ahead so that you know where to go. In the event that there are children involved, mutually discuss a code word that when said, signals them to get help or leave
 - ▶ Informing family, friends & neighbours to call police if they hear sounds of abuse
 - ▶ Always having a list of phone numbers to call for help
 - ▶ Hiding your keys, cell phone and some money near your escape route

Safety Planning

- ▶ **Suggestions for a woman who is getting ready to leave:**
- ▶ Contact police or local women's shelter. Let the staff know your intentions and ask for help with safety planning. Ask for an officer who specializes in woman abuse cases.
- ▶ If you are injured, go to a doctor or an emergency department and report what happened. Ask them to document the visit.
- ▶ Gather important documents (consider making copies and storing somewhere else).
- ▶ Consult a lawyer



Safety Planning

- ▶ **Suggestions for personal safety when leaving:**
 - ▶ Request a police escort or ask a friend, family or neighbour to accompany you when you leave
 - ▶ Contact your local women's shelter
 - ▶ Do not tell your partner you are leaving
 - ▶ Leave quickly
 - ▶ Have a back-up plan if your partner finds out where you're going

Safety Planning

- ▶ **Suggestions for after her or her partner has left:**
 - ▶ Consider applying for a restraining order or peace bond that may help keep your partner away from you & your children.
 - ▶ Consult a lawyer or legal aid clinic about actions to protect yourself or your children
 - ▶ Obtain an unlisted number, get caller ID & block your number when calling out
 - ▶ Make sure your children's school/day care centre is aware of the situation
 - ▶ Ask your neighbours to look after your children in an emergency & to call police if they see the abuser
 - ▶ Try to change places & patterns known to abuser
 - ▶ Never confront the abuser; call police to accompany you if you return to the home



Challenges Impacting Spousal Relationships

Why consider **CULTURE**?

- ▶ Shapes experiences of violence
- ▶ Shapes the victim/survivor response to intervention / support
- ▶ Shapes the perpetrator response to intervention / responsibility
- ▶ Shapes access to & utilization of services





Challenges Impacting Spousal Relationships

- ▶ VIDEO: Barriers to Achieving Safety

Challenges Impacting Spousal Relationships



EXERCISE

Please read the scenario provided and in your group, discuss:

- 1. Are there any signs of violence? If yes, what are they?*
- 2. What are some of the barriers to safety the woman is facing in Canada?*

Challenges Impacting Spousal Relationships

INTEGRATION / ADAPTATION TO A NEW LIFE IN CANADA

- ▶ Some women come from societies that maintain men in position of authority (physically dominate partner with no repercussion)
- ▶ **THIS IS NOT THE CASE IN CANADA.** We do not condone VAW and hold perpetrators accountable
- ▶ When **POWER** and **CONTROL** are jeopardized, these men may resort to violence

FIRST TIME EXPOSURE TO ABUSE AND A LACK OF UNDERSTANDING REGARDING HOW TO END IT

- ▶ Some women come from close-knit communities that regulate limits to male authority
- ▶ Economic and social pressures lead to 1st-time experience of abuse
- ▶ Unfamiliarity with how to confront the abuse

Challenges Impacting Spousal Relationships

CITIZENSHIP STATUS

- ▶ Many women enter as **SPONSORED** or **DEPENDANTS**
- ▶ Status affects access to legal protections – Influences risk for domestic violence
- ▶ Perpetrator exercises **POWER & CONTROL** by using status to threaten with deportation
- ▶ Many of these women are unaware of (1) how the legal system works; (2) the legal protections available to them; and (3) the importance of gathering evidence of abuse
- ▶ May choose not to report it out of fear that their partner, they, or their children may be deported

ECONOMIC DEPENDENCE ON SPOUSE

- ▶ Includes denying / restricting her access to family finances, often including her own pay cheque; not supporting / respecting her job; harassing her about her job (lack thereof); forbidding her from attending employment workshops/training intended to develop her knowledge and skill sets
- ▶ Similarly, if the woman is working **WITHOUT** a permit, her partner may threaten to report her to the authorities – preventing economic independence & maintaining ongoing fear

Challenges Impacting Spousal Relationships

ISOLATION FROM SUPPORT NETWORKS

- ▶ Moving to Canada encourages isolation from family and community social networks
- ▶ Difficulty establishing social networks in Canada – restricted to the home / gaining employment
- ▶ WITHOUT a social network, perpetrator will NOI be challenged OR held accountable
- ▶ Consequently, some established social networks may condone / contribute to domestic violence – “private” matter; abandon/disown; stigmatize victim for bringing shame to the family

RELUCTANCE TO REPORT ABUSE BECAUSE OF RECEPTION FROM ETHNO-RACIAL COMMUNITY

- ▶ When religious and social beliefs frown upon family breakups, an immigrant woman is again, further victimized - shunned / blamed for abusive behaviour

Challenges Impacting Spousal Relationships

LANGUAGE PROFICIENCY (LACK THEREOF)

- ▶ Those who enter as SPONSORED or DEPENDANTS (majority are adult women), arrive with limited fluency in English
- ▶ Lack of English / French proficiency encourages vulnerability – perpetrators forbid partners from taking English classes in efforts to **ISOLATE** and **REDUCE** access to employment

UNFAMILIARITY WITH CANADIAN LEGAL SYSTEM

- ▶ MOST of these women are unfamiliar with Canada's legal system
- ▶ They may have a general distrust of the police and court system – believe neither can protect them

Challenges Impacting Spousal Relationships

UNSUBSTANTIATED THREATS BY THE ABUSER

- ▶ Perpetrator may misinform partner about her rights and status
- ▶ **INTIMIDATION** and **THREATS** encourage fears of deportation, losing children to CAS

LACK OF TRANSLATION / INTERPRETATION SERVICES IN PARTICULAR AREAS

- ▶ She may seek assistance from a counselor – lack of translation/interpretation services results in failure to receive support
- ▶ She may resort to her language-specific contacts BUT will often NOT disclose the abuse – fear that partner will find out
- ▶ The victim / survivor AND service provider may not be aware of interpretation / translation services – risk in appropriate referrals

Question & Answer Period

NOTE: If the facilitators do not have an answer to your question,

1. We will be sure to get back to you with the requested information
2. We encourage our participants to draw on their professional experiences to help encourage co-active learning



THANK YOU

I Got Flowers Today

Paulette Kelly

I got flowers today!
It wasn't my birthday or any other special day;
We had our first argument last night; And he said a lot of cruel things that really hurt;
I know that he is sorry and didn't mean to say the things he said;
Because he sent me flowers today.

I got flowers today!
It wasn't our anniversary or any other special day;
Last night he threw me into a wall and then started choking me;
It seemed like a nightmare, but you wake up from nightmares to find they aren't real.

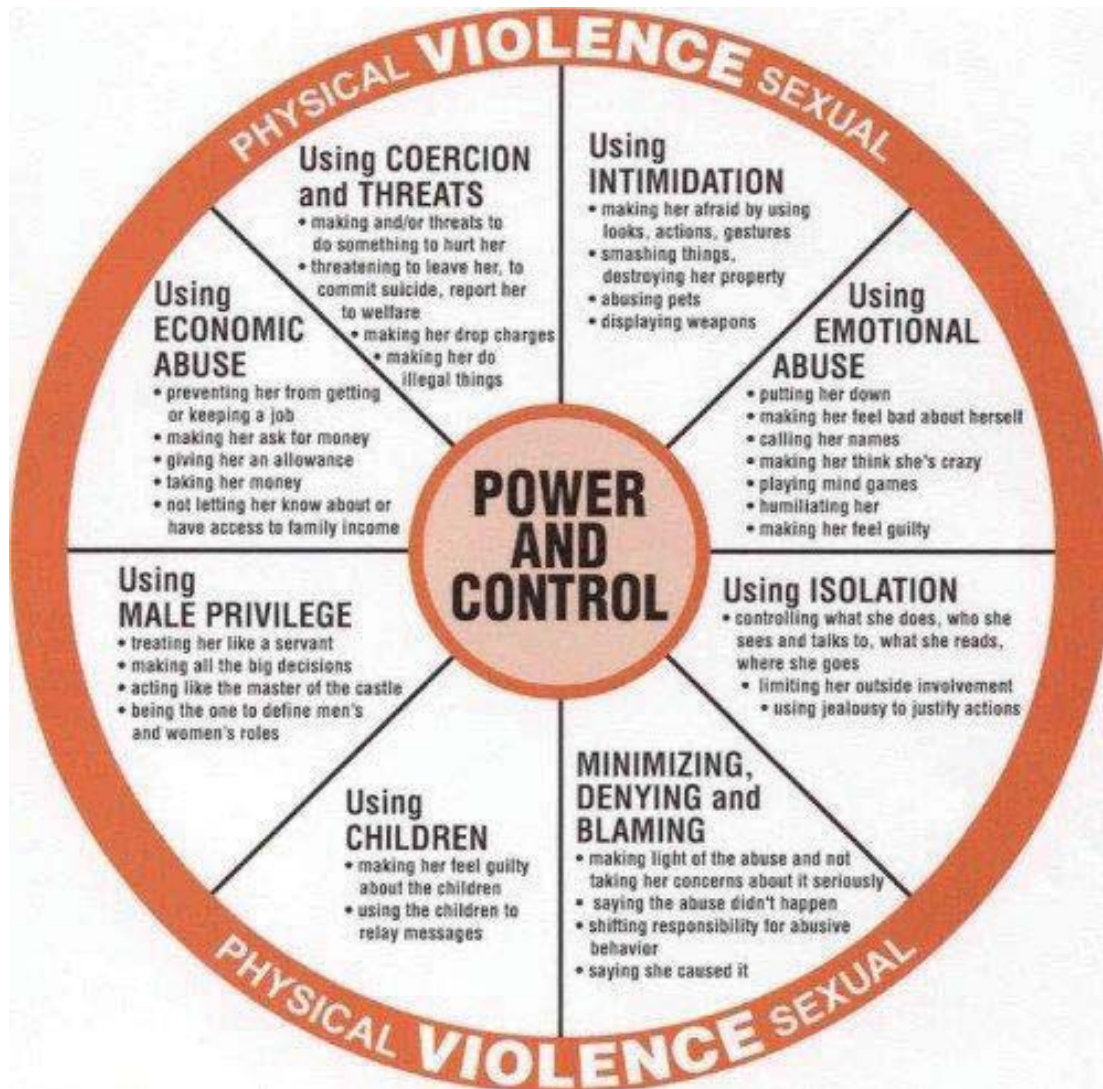
I got flowers today!
And it wasn't Valentine's Day or any other special day;
Last night he beat me and threatened to kill me;
Make-up and long-sleeves didn't hide the cuts and bruises this time;
I couldn't go to work today because I didn't want anyone to know-but I know he's sorry;
Because he sent me flowers today.

I got flowers today!
And it wasn't Mother's Day or any other special day;
Last night he beat me again, and it was much worse than all of the other times;
If I leave him, what will I do? How will I take care of the kids? What about money?
I'm afraid of him, but I'm too scared and dependent to leave him! But he must be sorry;
Because he sent me flowers today.

I got flowers today...
Today was a very special day—it was the day of my funeral;
Last night he finally killed me—I was beaten to death;
If only I would have gathered the courage and strength to leave him;
The women's shelter could have helped me, but I didn't ask for their help;
So I got flowers today...for the last time.

Source: Kelly, P. (1992). *I Got Flowers Today*.

Power & Control Wheel



Source: Domestic Abuse Intervention Program. *Domestic Violence: Power and Control Wheels*.

Immigrant & Refugee Women: Power & Control Wheel



This version of the Power & Control Wheel was adapted by the Foundation for the Prevention of Family Violence, San Francisco, with permission from the Domestic Abuse Intervention Project, Duluth, Minnesota. It examines some of the different forms in which women who are immigrants can be abused because they are immigrants. This English wheel was translated from the [Spanish](#) by [CaNetiq](#).

Source: Domestic Abuse Intervention Project.

Retrieved at: <http://www.hotpeachpages.net/images/immigrantpower.html>

NEIGHBOURS, FRIENDS AND FAMILIES (NFF)

Newcomer Centre of Peel: Opening Doors For Abused Women

OBJECTIVE: Cultural Awareness, Competency and Domestic Violence against Immigrant & Refugee Women

DATE: December 18th, 2014

TIME: 9:00 – 12:00 pm

TIME	ACTIVITY
9:00-9:15	Arrival Refreshments
INTRODUCTION	
9:15-9:20	What is the Neighbours, Friends & Families (NFF) Campaign Ground rules Limitations
CULTURAL AWARENESS, COMPETENCY AND DOMESTIC VIOLENCE AGAINST IMMIGRANT & REFUGEE WOMEN	
9:20-10:15	<u>Exercise</u> : Conscious/Unconscious Racial/Ethnic Stereotypes
10:15-10:30	<i>Break</i>
10:30-11:00	<u>Exercise</u> : Four Case Studies (Handling Sensitive Situations)
11:00-11:15	Ensuring Effective, Culturally Sensitive Responses
11:15-11:30	Assessing Personal Cultural Awareness & Competencies
11:30-11:40	<u>Exercise</u> : Checklist
11:40-11:55	<u>Exercise</u> : Scenario (Making Appropriate Referrals)
CONCLUSION	
11:55-12:00	Question & Answer Period

Cultural Awareness, Competency and Domestic Violence Against I & R Women

INTRODUCTION

WHAT IS THE NEIGHBOURS, FRIENDS AND FAMILIES (NFF) CAMPAIGN?

The NFF project includes a public education campaign intended to help raise awareness about violence against women. Rexdale Women's Centre's NFF: "Opening Doors for Abused Women" campaign includes the execution of a coordinated and collaborative approach to prevent violence against women and improve supports for survivors. We are committed to working across the province and with community organizations to develop and deliver training, implement public education campaigns and enhance service delivery, resources and supports.

GROUND RULES

- Challenge yourself regarding your beliefs and assumptions
- Respect and open yourself up to new ideas and perspectives
- Speak for yourself out of your own personal experiences (avoid generalizations)
- Explore and open yourself up to discussing issues beyond your personal level of comfort
- Honour candidacy by maintaining confidentiality
- There are no right / wrong questions and/or answers. Let's engage in conversation!
- One person speaks at a time

LIMITATIONS

- The facilitator acknowledges that she is NOT an expert in the field of violence against women
- For those in attendance, although you may have extensive experience and / or knowledge in your particular field of work, you too are not an expert. We are all a work-in-progress and would benefit from maintaining ongoing learning and development
- The information presented does not explore ALL the current literature and/or understandings in the area of violence against women

CULTURAL AWARENESS, COMPETENCY AND DOMESTIC VIOLENCE AGAINST I & R WOMEN

EXERCISE

Effective cultural competency requires an awareness of how conscious and unconscious racial and/or ethnic stereotypes, biases and assumptions impact service delivery (DeGannes, C., et al., 2014).

FACILITATOR NOTES:

- The facilitator will hang posters around the room that contain different racial, cultural, or ethnic groups (I.E. African-Canadian; Middle Eastern; Anglo-Saxon; South Asian; Muslim; Christian; Jewish; Men; Women; Gay; Lesbian).
- The participants will be asked to write down stereotypes associated with the racial, cultural, or ethnic groups that are hung on the wall.
- The facilitator will call on the participants to read the posters and engage in discussion that encourages reflection.

DISCUSSION

1. Were any of the stereotypes posted on the groups that you identify with, or belong to?
2. Did you notice any stereotypes that you personally have for any of the groups posted?
3. Were positive as well as negative stereotypes posted?
4. How might positive stereotypes be problematic?
5. How does hearing these stereotypes about each group make you feel?
6. What is it like to hear these stereotypes about the group(s) you identify with?
7. How might these stereotypes impact service provision?

EXERCISE

Distribute 4 Case Studies (created by Rexdale Women's Centre), each highlighting a situation where a counsellor responds problematically to a sensitive situation. Have participants (working in groups) respond to questions about why these responses are problematic and how they would have approached the situations if it were their clients.

Below are some suggestions relating to how you can ensure effective, culturally sensitive responses (OCASI, 2006):

- Acknowledge an awareness of diversity by learning and recognizing the experiences of people from different countries (I.E. political and social realities in home country)
- Be sensitive to the belief and values of the woman
- Reflect diverse cultural knowledge / awareness
- Be culturally and religiously sensitive
- Check your own personal values, biases, attitudes with respect to different communities and cultures
- Be objective in your attempt to understand cultural and community factors that impact her choices
- Respond to the issues of domestic violence in accordance with facts, rather than a personal belief system that may essentialize stereotypes
- Offer non-judgemental services
- Use appropriate language (I.E. "undocumented" as opposed to "illegal"). This helps minimize discomfort, fear and the possibility of further victimization. It is unfair to assume that because a woman has an accent, she cannot follow what is being said. Moreover, some women may fear not being understood and as such, will refrain from speaking
- Maintain ongoing dialogue and learning with her, her family, community, other sources / experts
- Build a relationship of trust that is sensitive to the decisions she makes (I.E. isn't prepared to leave)
- Gather information about her interpretation of her culture (I.E. what is it like to talk about this problem in your community?)
- Do not accept culture as an explanation for domestic violence (I.E. "this is how women are treated in my culture". In this case, the "culture" being described is rooted in patriarchy, sexism and violence against women (Rana, 2012)
- Validate her strengths (I.E. it took a lot of courage for you to share your experiences and I thank you for that. We have support networks in place to help assist you)
- Negotiate the acceptance of a different set of values. This takes time and patience

CULTURAL COMPETENCY

- Involves an awareness of personal biases (do not makes assumptions based on appearance; use appropriate language)
- Combines general knowledge about a culture to that provided by the victim / survivor
- Recognizes that diversity exists within and between cultures

Cultural competence is defined as:

“Cultural or ethnic competence refers to the development of skills that help people behave in a culturally appropriate way with a given group, demonstrating both sensitivity to cultural differences and the use of appropriate cultural symbols when interacting and communicating with members of diverse populations. It involves the acceptance of ethnic differences in an open, genuine manner, without condescension and without patronizing gestures” (Sujata, 2000).

Why Should Service Providers Strive for Cultural Competency?

Changing Demography

During Confederation, British and French Canadians comprised more than 90 percent of the total population in Canada. With the elimination of the national origin restriction in immigration policy (1961), Canada experienced changes in its demographic landscape (Ngo, 2000). Statistics indicate the following:

- Nearly 80% of immigrants identify a mother tongue other than English or French.
- Some 473,475 Canadians cannot speak neither English nor French. Upon arrival, 46% of newcomers cannot communicate in either language
- Over the past decade, Canada has welcomed an average of 235,000 immigrants on an annual basis. In more recent years, there is an increasing number of people coming from Asia, the Middle East, Africa and Latin America
- Close to 93% of immigrants reside within a metropolitan area (Vancouver; Toronto; Montreal)

Legislation

In response to the changing demographic landscape in Canada, the provincial and federal governments have established a number of policies that recognize diversity as a fundamental characteristic of Canadian society (Ngo, 2000). In addition to the Multiculturalism policy, different levels of government have established the following policies:

Canadian Charter of Rights and Freedoms

- The Charter stipulates that every individual in Canada is entitled to equality rights, freedom from discrimination and equal access to participation. This applies to every individual, regardless of race, religion, national/ethnic origin, colour, sex, age and physical or mental disability (Ngo, 2000).

Employment Equity

- Employment equity requires that federal departments and agencies that employ 100+ employees must file an annual statistical profile that reports on the number of women, people with disabilities, aboriginal peoples and members of visible minorities. This report must compare the occupational and salary levels of the “designated groups” with all other employees (Ngo, 2000).

Municipal Diversity Initiatives

A number of municipal governments have demonstrated their commitment to promote inclusion and equity in their respective cities (Ngo, 2000).

Socio-Economic Reality

Despite legislative efforts, research reports indicate that many culturally diverse people continue to experience discrimination and exclusion (Ngo, 2000). For example:

- Among immigrants, the poverty rates for unattached individuals, families, seniors and children are 43.7%, 21.2% and 51%. These percentages should be compared to the national average poverty rate which stands at 17.5%
- Those who reserve and/or maintain their ethno-religious characteristics face more obstacles in the labour market
- Visible minority groups report widespread experiences of prejudice and discrimination against them

Limited Access to Appropriate Services

There are a number of challenges that hinder the accessibility of services by culturally diverse populations (Ngo, 2000). Several studies have indicated the following about culturally diverse communities and accessibility to services:

- They are neither aware nor knowledgeable about services offered
- They are generally unaware of how to access services and perceive barriers to equitable service delivery
- They maintain the perception that discrimination occurs in service delivery
- They are concerned that their needs are not taken into consideration
- They feel as though service delivery lacks cultural competency
- Outreach initiatives lack innovative strategies intended to involve these communities

Advantages of Culturally Competent Service Delivery

Social / Community Benefits (Ngo, 2000)

- Serving and involving all communities within your catchment area
- The development of trusting relationships that are built on respect, diversity and equality
- A better understanding of the challenges and/or opportunities affecting these communities
- The development of relationships / partnerships with authority figures from culturally diverse communities

Financial Benefits (Ngo, 2000)

- The ability to access resources from culturally diverse businesses, religious groups and organizations
- Minimizing legal costs associated with discrimination, harassment and other human rights infringements

Service Improvement Benefits (Ngo, 2000)

- The ability to access highly qualified individuals
- The ability to better understand, identify and respond to the needs of your clientele
- Widen your client market
- Developing and executing culturally competent program delivery
- Increasing organizational adaptability and resiliency

When assessing your personal cultural awareness and competencies, the following list of questions may help guide your understanding of the type of service provision you provide (OCASI, 2006):

1. How do my belief systems, behaviours and attitudes impact the service I provide?
2. Does a client's ethno-racial background dictate my service provision therein?
3. Do I believe that the woman is an expert in her own life or, am I the expert?
4. Do I recognize what the woman is going through?
5. How frightened is she of her husband?
6. Do I have culturally sensitive skill sets required to successfully assist her?
7. Is there someone else within the organization that may be better suited to assess if the woman who came to me for some other service is a victim of abuse? Do I know what next steps to take?
8. Do I recognize this woman as a multifaceted human being who may be experiencing simultaneous barriers that are worsening her situation?
9. Am I familiar with the resources available to help assist this woman? Does my organization have a violence prevention program?

EXERCISE

As a group, let's suggest a checklist that could be used when working with abused immigrant and refugee women (things to consider when assisting the woman)

For example:

- What is her immigration status and might she be in jeopardy because of this status? This requires that you familiarize yourself with Canadian immigration policy and practices.
- Provide an opportunity for the woman to define herself and current situation. In a non-judgemental way, establish how her social, cultural and religious background might be impacting her situation.
- When speaking with her, do you understand what she is saying or, is it getting lost in translation? Does she need translation / interpretation services?
- Seek to understand what it is that she needs and ask if the options provided are feasible
- Is short or long-term assistance required?
- Is she requesting general information? (I.E. legal; resources available; language specific support groups; Children's Aid Society; signs/risk factors associated with violence against women; housing; shelter; financial assistance, etc).
- Inform the woman of existing options that can help assist her. This includes providing explanations because in most cultures, communication is done in an oral rather than written format. If providing a pamphlet / document, for example, it is prudent to first explain what is important in the pamphlet / document.

EXERCISE

Present the following scenario (From OCASI training: Understanding and Responding to Sexual Violence in Immigrant and Refugee Communities):

Gislene comes to meet with you in your community agency. She communicates in basic English, although her first language is French. Gislene came to Canada 8 months ago from the Democratic Republic of Congo (DRC). Her brother, whom Gislene lived with, was a political activist who was identified as rebellious by the local government. One night, law enforcement officers broke into her brother's home. They killed her brother and his two friends and raped Gislene before arresting her. Gislene was in jail for 3 days. A friend who is a lawyer was able to get her released on bail; he then arranged for her to secretly exit the country. When Gislene boarded the plane last January, she did not know where she was going. She landed in Canada where she filed a refugee claim.

When Gislene shares her story with you, she begins to cry. She misses her brother; she misses her mother who is back in DRC. Even though she is safe now, she still has bad dreams about what happened. Gislene came to see you because she wants to find affordable housing in the area. There is a strong Francophone community here and a school that has French immersion students where she would like to volunteer. She would also like support in articulating her story in her refugee claim.

Ask participants to consider the following questions:

How would you support Gislene? What would you tell her?

What are the challenges being presented in the scenario?

What community resources would you refer her to or consult with?

Making Effective Referrals

Stress the following points about making effective referrals:

- Be honest about your capacity and ability to provide in-depth support
- Support her through the disclosure (Listen to her and validate her; assess her immediate needs)
- If your organization offers services with practitioners trained in the area of sexual violence, ask if she would like to see a counsellor within your agency. She may prefer to go somewhere else – respect her choice
- Become knowledgeable about resources in your community if making external referrals
- Build partnerships with organizations so that you can more easily refer
- Ensure the woman understands the service you refer her to
- Do not make assumptions about what services will work best for her
- Offer her suggestions, information and not advice

CONCLUSION

The facilitator will thank the participants for attending and will invite them to engage in a “Question & Answer” discussion.

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NEIGHBOURS, FRIENDS & FAMILIES (NFF) CAMPAIGN

Rexdale Women's Centre
Opening Doors for Abused Women

Cultural Awareness, Competency & Domestic Violence against
Immigrant & Refugee Women

Date / Time: December 18th, 2014; 9:00AM-12:00PM

Facilitators: Sonya Aslan; NFF Provincial Coordinator & Sonya Strohm; NFF Project Facilitator, Newcomer Centre of Peel



Ground Rules



Challenge yourself regarding your beliefs and assumptions

Respect and open yourself up to new ideas and perspectives

Speak for yourself out of your own personal experiences (avoid generalizations)

Explore and open yourself up to discussing issues beyond your personal level of comfort

Honor candidity by maintaining confidentiality

There are no right / wrong questions and/or answers. Let's engage in conversation!

One person speaks at a time



Limitations

1. WE ARE **NOT** EXPERTS
2. WE ARE ALL A WORK-IN-PROGRESS
3. WE ARE EXPLORING SPECIFIC VAW UNDERSTANDINGS





References from Icebreaker Activity

- ▶ Domestic Violence Service Program. Domestic Violence: Dispelling the Myths. Retrieved on September 15th, 2011 at: <http://www.familydomesticviolence.org/myths.html>
- ▶ Canadian Women's Foundation. Moving Women out of Violence Fact Sheet. Retrieved on April 11, 2014 at: <http://www.canadianwomen.org/sites/canadianwomen.org/files/FACT%20SHEET%20-%20Stop%20the%20Violence%20-%20June%2019%202012.pdf>

Any questions about the last session?

Agenda

1. What is Cultural Competency?
2. Exercise: Conscious / Unconscious Racial / Ethnic Stereotypes
3. Exercise: Case Studies
4. Ensuring Effective, Culturally Sensitive Responses
5. Assessing Personal Cultural Awareness & Competencies
6. Exercise: Checklist
7. Exercise: Scenario
8. Making Effective Referrals
9. Question & Answer Period

AGENDA



What is CULTURAL COMPETENCE?

“Cultural or ethnic competence refers to the development of skills that help people behave in a culturally appropriate way with a given group, demonstrating both sensitivity to cultural differences and the use of appropriate cultural symbols when interacting and communicating with members of diverse populations. It involves the acceptance of ethnic differences in an open, genuine manner, without condescension and without patronizing gestures” (Sujata, 2000).





“

Effective cultural competency requires an awareness of how conscious and unconscious racial and/or ethnic stereotypes, biases and assumptions impact service delivery.

”

(Degannes, C.)

EXERCISE: Write down stereotypes associated with the racial, cultural, identity, or ethnic groups identified on the circulated paper

Disclaimer: We recognize that this exercise is uncomfortable but DOES NOT reflect your personal understandings. Rather, it reflects your previous exposure to particular understandings

DISCUSSION

1. Were positive as well as negative stereotypes posted?
2. How might positive stereotypes be problematic?
3. How does hearing these stereotypes about each group make you feel?
4. What is it like to hear these stereotypes about the group(s) you identify with?
5. How might these stereotypes impact service provision?



REFLECTION

What was the purpose of this exercise?

- Awareness of unconscious cultural stereotypes
- Awareness of the potential impact of unconscious stereotypes on service delivery

Conscious / unconscious stereotypes, biases and assumptions made by service providers contribute to:

1. Further victimization (using categories to characterize perpetuates stereotypes)
2. Providing services that are not culturally appropriate (let client decide what's culturally important)
3. Discrimination and exclusion
4. Break down in trusting relationships that are built on respect, diversity and equality
5. Lack of understanding of the challenges/opportunities affecting particular communities
6. Limiting your access to culturally diverse businesses, religious groups and organizations

ADDITIONAL BARRIERS



MAINTAINING AN ETHNOCENTRIC VIEW

MAINTAINING OPPRESSIVE VIEWPOINTS

I.E. RACISM, SEXISM, ABLEISM, AGEISM

INSENSITIVITY TO ISSUES IMPACTING MULTICULTURAL ABUSED WOMEN

I.E. FGM, WAR CRIMES, ARRANGED MARRIAGES, ETC.

PROVIDING SERVICES BY DICTATES OF PERSONAL VIEWPOINT

ACTING LIKE AN AUTHORITY FIGURE WHO MAKES ALL THE DECISIONS FOR HER

GENERALIZING HER NEEDS AND THE COMMUNITY SHE IDENTIFIES WITH

EMPLOYING SAFETY PLANNING MEASURES THAT DO NOT ADAPT TO HER CULTURE

I.E. SHELTERS

EXPRESSING FRUSTRATION BECAUSE SHE MAY BE RELUCTANT TO LEAVE HER ABUSIVE RELATIONSHIP

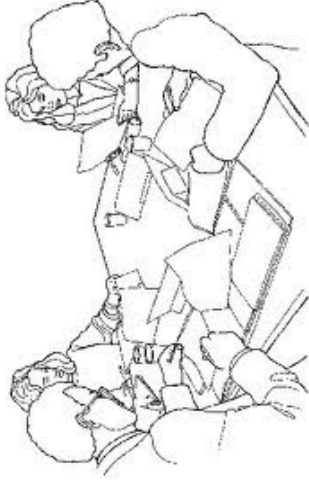
REFERRING HER TO AN AGENCY WITHIN HER COMMUNITY WHEN SHE MAY NOT WANT HER ISSUES TO BE KNOWN BY HER COMMUNITY

IMPOSING YOUR VALUES AND BELIEFS ON HER BECAUSE YOU DEEM HER CULTURE INFERIOR TO YOURS

EXERCISE

Four “Case Studies” have been distributed

1. “Why don’t you just take something?”
2. “Everything you need to know about...”
3. “Too sensitive”
4. Sexuality in the social service setting



Please read the case study with your group and answer the questions provided

So what can I do to ensure an effective,
culturally sensitive response when providing
services for newcomer women?



Ensuring Effective, Culturally Sensitive Responses:

- ✓ Learn and recognize the experiences of women from different countries (i.e. political/social realities)
- ✓ Be sensitive to her religion, faith, customs, values, beliefs, etc.
- ✓ Be objective when attempting to understand cultural/community factors that may impact her choices
- ✓ Respond to the issues of domestic violence in accordance to facts, rather than a personal belief system that may reflect stereotypes
- ✓ Offer non-judgemental services that encourage self-empowerment
- ✓ Use appropriate language (i.e. “undocumented” vs. “illegal”) in order to minimize fear, discomfort and the possibility of further victimization
- ✓ Allow her opportunities to speak and listen without the presumption that she cannot understand English as a non-native speaker

Ensuring Effective, Culturally Sensitive Responses:

- ✓ Maintain ongoing dialogue with her as well as her family, community, etc.
- ✓ Build a relationship of trust that is sensitive to her decision-making (i.e. her decision to stay in an abusive situation)
- ✓ Gather information from her and ask sensitive questions (i.e. What is it like to talk about this problem in your community?)
- ✓ Do not accept culture as an explanation for domestic violence (i.e. "This is how women are treated in my culture") because in this case "culture" being described is rooted in patriarchy, sexism and violence against women.
- ✓ Validate her strengths (i.e. "It took a lot of courage for you to share your experiences and I thank you for that. We have support networks in place to help assist you")
- ✓ Negotiate the acceptance of a different set of values. This takes time and patience.

Steps to Manage Personal Biases (Evia, 2011)

- ▶ **Recognize:** Become in touch with personal belief system; honestly examine thoughts and beliefs in an effort to experience how judgmental beliefs affect your thinking & feeling process
- ▶ **Reframe:** Ask yourself to find contrary evidence to challenge your biases
- ▶ **Aadjust:** Set reasonable standards for yourself and others; take time on your words and behaviours
- ▶ **Look:** Take perspective of every situation and learn to look at the Big Picture – keep challenging your thinking and introducing new information
- ▶ **Focus on the Positive:** Focus your time and energy elsewhere; reflect on positive things in your life; be positively engaged (look at opportunities, successes and strengths)

Assessing Personal Cultural Awareness & Competencies in Service Provision

1. How do my belief systems, behaviours & attitudes impact the service I provide?
2. Does a client's ethno-racial background dictate my service provision therein?
3. Do I believe the woman is an expert in her own life?
4. Do I recognize what the woman is going through?
5. How frightened is she of her partner?
6. Do I have the culturally sensitive skill sets required to assist her?
7. Is there someone else within the organization that may be better suited to assess whether this woman is a victim of abuse?
8. Do I know what steps to take?
9. Do I recognize the woman as a multifaceted person who may be experiencing simultaneous barriers worsening her situation?
10. Am I familiar with the resources available to help assist her? Does my organization have a violence prevention program?

ASK!



Exercise



As a group, let's suggest a checklist that could be used when working with abused immigrant and refugee women

EXAMPLE

What is her immigration status? Would she be in jeopardy of losing it?



CHECKLIST

- ▶ Provide an opportunity for the woman to **define herself** and current situation. In a non-judgemental way, establish how her social, cultural and religious background might be impacting her situation.
- ▶ When speaking with her, do you understand what she is saying or is it getting lost in translation?
Does she need translation / interpretation services?
- ▶ Seek to understand what it is that she needs and ask if the options provided are feasible.
- ▶ Is short or long-term assistance required?
- ▶ **Is she requesting general information?** (e.g., legal; resources available; language specific support groups; Children's Aid Society; signs/risk factors associated with violence against women; housing; shelter; financial assistance, etc).
- ▶ **Inform the woman of existing options** that can help assist her. This includes providing explanations because in most cultures, communication is done in an oral rather than written format. If providing a pamphlet/document, for example, it is prudent to first explain what is important in the pamphlet/document.

Exercise: Scenario (OCASI, 2014)

Gislene comes to meet with you in your community agency. She communicates in basic English, although her first language is French.

Gislene came to Canada 8 months ago from the Democratic Republic of Congo (DRC). Her brother, whom Gislene lived with, was a political activist who was identified as rebellious by the local government. One night, law enforcement officers broke into her brother's home. They killed her brother and his two friends and raped Gislene before arresting her. Gislene was in jail for 3 days. A friend who is a lawyer was able to get her released on bail; he then arranged for her to secretly exit the country. When Gislene boarded the plane last January, she did not know where she was going. She landed in Canada where she filed a refugee claim.

Scenario (cont'd)

When Gislene shares her story with you, she begins to cry. She misses her brother; she misses her mother who is back in DRC. Even though she is safe now, she still has bad dreams about what happened.

Gislene came to see you because she wants to find affordable housing in the area. There is a strong Francophone community here and a school that has French immersion students where she would like to volunteer.

She would also like support in articulating her story in her refugee claim.

How would you support Gislene? What would you tell her?

What are the challenges being presented in the scenario?

What community resources would you refer her to or consult with?

Making Effective Referrals (OCASI, 2014)

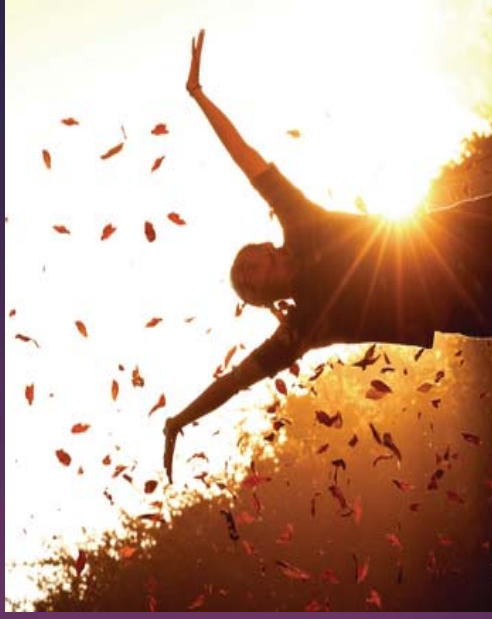
- ▶ Be honest about your capacity and ability to provide in-depth support
- ▶ Support her through the disclosure
 - ▶ Listen to her and validate her; assess her immediate needs
- ▶ If your organization offers services with practitioners trained in the area of sexual violence, ask if she would like to see a counsellor within your agency. She may prefer to go somewhere else – respect her choice
- ▶ Become knowledgeable about resources in your community if making external referrals
- ▶ Build partnerships with organizations so that you can more easily refer
- ▶ Ensure the woman understands the service you refer her to
- ▶ Do not make assumptions about what services will work best for her
- ▶ Offer her suggestions, information and not advice



Question & Answer Period

NOTE: If the facilitators do not have an answer to your question,

1. We will be sure to get back to you with the requested information
2. We encourage our participants to draw on their professional experiences to help encourage co-active learning



THANK YOU

Case Study 1: “Why don’t you just take something?”

For the last couple of months, Zara has contemplated reaching out to a violence prevention counselor. Her partner has been both, physically and verbally abusive. Despite the wishes of her immediate family, who have referenced “family shame” as a reason not to seek support, Zara consults with her colleagues at work and decides that she should connect with a violence prevention counselor. Her colleagues have supported and encouraged her decision making process over the last couple of months. So much so that in the beginning, they all encouraged her to leave but respected her decision to stay and continued to support her along the way.

When she informed her colleagues that she had made the decision to speak to a violence prevention counselor, they supported her decision and provided her with a list of resources / contacts from which to choose. Once she decided on the best option that suited her needs, they supported her when she made the call and accompanied her to her first appointment.

Zara has now seen the violence prevention counselor three times. She had scheduled her fourth appointment but on the day of, phones the counselor and informs her that she will not be able to attend because she has a terrible cold. The telephone conversation follows:

Counselor: “Why don’t you just take something so you can feel better?”

Zara: “It’s Ramadan so I can’t take anything. I’m fasting between sunrise and sunset”.

Counselor: “But you’re sick and I had really important information to give you. I really don’t think anyone would mind if you took a Tylenol!”

Zara: “I’m afraid I can’t.”

Counselor: “Fine, but that’s just silly!”

Questions to Consider:

1. How do you feel about the way the counselor handled the situation?
2. Why do you think the counselor responded in this manner?
3. If you were the counselor in this situation, what would you do?
4. How do you think Zara feels?
5. How might you increase your understanding of this situation?

Case Study 2: “Everything you need to know about...”

A Chinese client has been referred to a violence prevention counselor. The counselor, focusing on effective and sensitive counseling techniques, decided to find out about the Chinese culture. She goes to her computer and types the words “Chinese Culture” into the Google search engine and looks at, what she considers to be, a very helpful website called “Everything you need to know about the Chinese culture”. The counselor then prepares herself for the session based on the information she learned about Chinese people on the internet.

When the time comes, the counselor is surprised to see that the information provided on the internet does not work particularly well when counseling the client. For one, she finds it disrespectful that the client never makes eye contact with her and nods at everything she says. Her first reaction is to question the client. “Do you even understand what I’m saying?” Why aren’t you looking at me?” The client continues to nod and look down.

Questions to Consider:

1. How do you feel about the way the counselor handled the situation?
2. Why do you think the counselor responded in this manner?
3. If you were the counselor in this situation, what would you do?
4. What are the dangers in making generalizations about a culture?
5. How might you find out about other cultures without generalizing?

Case Study 3: “Too Sensitive?”

During a workshop on domestic abuse, a violence prevention counselor initiated an activity in which the participants broke out into groups to work on various case studies. The topics included: “educating Muslim women on barbaric cultural practices”; “effectively dealing with an illiterate newcomer”; and “language difficulties with uneducated immigrant women”.

Several Muslim, newcomer and immigrant women were represented in the workshop and were upset by the stereotypical nature of the case studies used. The counselor had used these case studies in the past without incident and responded to the complaints by saying the participants were being “too sensitive”.

Questions to Consider:

1. How do you feel about the way the counselor handled the situation?
2. Why do you think the counselor responded in this manner?
3. If you were the counselor in this situation, what would you do?
4. How do you think the participants feel?
5. How could the case studies be presented more effectively?

Case Study 4: Sexuality in the Social Service Setting

Zoona, a 21 year old female client at XYZ agency, says: “There is something important I want to talk about.” She has come to speak to a counselor, who has been working in the field for over 20 years, to talk about her sexuality. She thinks she might be a lesbian. She has sought services at this agency for some time and feels she can speak openly with the counselor.

Zoona’s reasoning for thinking she may be a lesbian is based on an encounter she had two weeks ago when she went away for the weekend with her friends. That night, the girl she shared a room with, kissed her. To her surprise and shock, she enjoyed it and found herself attracted to this girl. She is now confused and has told no one else about this.

The counselor tells Zoona that her confusion with sexuality goes against her individual moral/religious beliefs and informs her that she will happily refer Zoona to another counselor that can help her with her “problem”.

Questions to Consider:

1. Why do you think the counselor responded in this manner?
2. How might this situation have been more effectively dealt with?
3. If you were the counselor’s colleague, what feedback would you give her about her handling of this client?
4. How would you provide this feedback in a culturally sensitive manner?

How Children Are Affected by Violence Against Women

<p>Cycle of Violence:</p> <p>Children who are exposed to violence in their homes learn from and may imitate the abusive attitudes and behaviours.</p>	<p>What a cycle of violence can look like:</p> <ul style="list-style-type: none"> • Extreme behaviour (e.g., aggression) • Using violence and threats to get what they want • Learning to abuse others • Learning to harm themselves • Believing that men are in charge • Believing that men control women's lives • Believing that women don't have the right to be treated with respect • Learning that there are no consequences when they hurt others • Desensitization to aggressive behaviour • Difficulty getting along with others
<p>Control Tactics:</p> <p>Children may be used by the abuser to control the victim.</p>	<p>What control tactics can look like:</p> <ul style="list-style-type: none"> • Claiming the children's bad behaviour is the reason for their mother's abuse • Threatening violence against children in front of the victim • Threatening violence against pets • Holding children hostage or abducting them as punishment to their mother • Withholding important documents (e.g., health cards, passport, birth certificate) • Talking disrespectfully about their mother to the children
<p>Traumatic Stress:</p> <p>Living with abuse leads to an increased risk for emotional and behavioural problems and an increased risk of experiencing abuse themselves. It may impact their ability to learn and affect their social skills.</p>	<p>What traumatic stress can look like:</p> <ul style="list-style-type: none"> • Flashbacks • Nightmares • Constant anxiety and stress • Emotional problems (anger, depression, crying) • Low self-esteem • Taking on adult roles prematurely • Isolation • Feeling powerless • Difficulty learning in school • Distrust of adults • Regressive behaviour (e.g., baby-talk, wanting a soother) • Physical problems (e.g., headaches, stomach-aches, bed-wetting, insomnia, eating disorders)

Types Of Abuse/Violence and Its Negative Impacts

<p>Physical Abuse:</p> <p>Physical abuse is the most commonly understood form of violence. It includes hitting, choking, pushing, punching, slapping, kicking, hair pulling, stabbing or mutilation. All forms of physical violence are crimes under the Criminal Code of Canada.</p>	<p>The effects of physical abuse can include:</p> <ul style="list-style-type: none"> • Death • Permanent disability (blindness, deafness, epilepsy, loss of mobility) • Broken bones • Head or spinal injuries • Reproductive or gynecological problems • Harm to unborn baby or birth defects • Infertility • Treatment for broken teeth, cuts, headaches, concussion • Bruises, pain, trauma • Isolation (hiding the injuries)
<p>Emotional or Psychological Abuse:</p> <p>Emotional abuse (also referred to as psychological or verbal abuse) includes insults, humiliation, yelling, put-downs, threats, harming pets or damaging property.</p>	<p>The effects of emotional abuse can include:</p> <ul style="list-style-type: none"> • Feeling 'crazy' or insane • Living in constant fear • Feeling worthless/useless • Low self-esteem • Feeling depressed • Feeling out of control • Mental illness • Anxiety and worry • Withdrawal from family and friends • Eating and sleeping problems • Post-traumatic stress disorder • Loss of energy, apathy • Loss of community and culture • Self-blame and self-harm
<p>Spiritual Abuse:</p> <p>Spiritual violence prevents a woman from expressing spiritual or religious beliefs, preventing her from attending a place of worship, and putting her down or making fun of her religious beliefs, traditions or culture.</p>	<p>The effects of spiritual abuse can include:</p> <ul style="list-style-type: none"> • Loss of sense of self • Feeling of hopelessness and isolation • Loss of culture • Loss of connection to faith community

Sexual Abuse:

Sexual abuse includes sexual exploitation, unwanted sexual touching, rape and other sexual activities considered by the victim to be degrading, humiliating, painful, and committed without consent or the ability to consent, against a person's will, obtained by force, or threat of force or intimidation.

The effects of sexual abuse can include:

- Feelings of shame, guilt, or embarrassment
- Suicidal thoughts/tendencies
- Poor body image
- Low self-esteem
- Feeling depressed
- Inability to have healthy sexual relationships
- Reproductive and gynecological problems
- Sexual promiscuity
- Eating and sleeping disorders
- Unwanted pregnancy
- Loss of energy, apathy
- Post-traumatic stress disorder
- Self-blame and self-harm

Reference:

Rexdale Women's Centre. Joining Hands: Reaching Out to Our Community, Training Manual for Community Leaders.

In efforts to gauge levels of understanding and future learning opportunities, we ask that you complete the following survey. Your responses are completely confidential, anonymous, will be reported on in aggregated format and will be referenced when measuring impact.

INSTRUCTIONS:

It is our hope that the public education and training sessions not only encouraged a better understanding in the area of violence against women but also, equipped you with professional skill sets required to successfully assist a woman experiencing abuse. This survey has been set up in the following manner: (1) Logistics; (2) Training Items; and (3) Qualitative Feedback. Please complete all sections 😊

LOGISTICS:	RATING SCALE				
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
	1	2	3	4	5
The location was accessible	1	2	3	4	5
The timing was convenient	1	2	3	4	5
The trainers were knowledgeable	1	2	3	4	5
The quality of facilitation was good	1	2	3	4	5
The content was relevant and easy to follow	1	2	3	4	5
The materials distributed were pertinent and useful	1	2	3	4	5
The trainers allowed for class participation and interaction	1	2	3	4	5
Adequate time was provided for questions and discussion	1	2	3	4	5
The public education and training sessions met my expectations	1	2	3	4	5
I will be able to apply the knowledge learned	1	2	3	4	5

TRAINING ITEMS: Please rate your level of understanding prior to and after the training sessions						
How would you rate your ...	RATING SCALE					
	LOW	MEDIUM			HIGH	
	1	2	3	4	5	
Cultural awareness	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Ability to employ cultural competency when counselling clients	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of the challenges impacting spousal relationships	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Knowledge of the challenges associated with a limited understanding of cultural awareness	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of why frontline professionals should strive for cultural competency	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of the signs and risk factors associated with violence against women	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Ability to make relevant and appropriate referrals	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Ability to offer support and connections to available resources	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5

Understanding of risk assessment as it applies to violence against women	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of risk management as it applies to violence against women	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5

QUALITATIVE FEEDBACK:

What aspects of the education / training sessions did you like the most?	
What aspects of the education / training sessions could be improved?	
Please feel free to share any other comments you may have	

Thunder Bay Multicultural Association

17 N. Court Street
Thunder Bay, ON P7A 4T4

Phone : 807-345-0551

Fax : 807-345-0173

Toll Free : 1-866-831-1144

www.thunderbay.org



NEIGHBOURS, FRIENDS AND FAMILIES (NFF) CAMPAIGN

Opening Doors For Abused Women



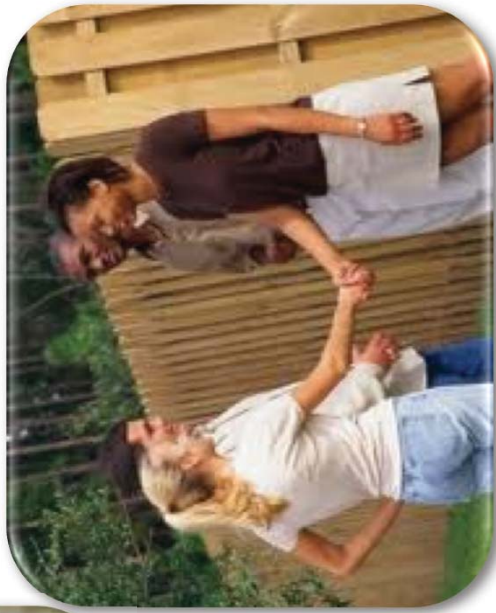
Neighbours, Friends & Families

Immigrant & Refugee Communities

Neighbours

We're better together

MS,MS peffen fodeffmen



Are you concerned
about someone being
abused, but you don't
know what to do?



Everyone can help!
NNF is here to tell you how

Neighbours, friends and families

- Raise awareness of the signs of woman abuse
- Provide people with tools to assist “an at-risk woman” or “an abusive man”

What is domestic violence

- Violent or aggressive behavior within the household
- Typically involving the violent abuse of a spouse or partner



- . Domestic Violence is sometimes called Family Violence
- . Siblings can abuse one another

- . Caregivers can be abused by children
- . Children abuse is when caregivers abuse the children in the household

**VICTIMS OF
DOMESTIC VIOLENCE
SUFFER MANY TYPES OF ABUSE,**

**WHICH ONES
CAN YOU THINK OF...**

Physical abuse



Sexual abuse



Emotional abuse



Financial abuse



Criminal harassment/stalking




More signs of abuse



CANADA
IS MULTICULTURAL



SO IS DOMESTIC
ABUSE

 416-436-2000
www.11111111

SAFE PLACE TO TALK. SAFE PLACE TO GO.

SOME STATISTICS...

67%

of Canadians have
known a woman
who has experi-
enced physical or
sexual abuse

Every 6 days

in Canada a
woman is killed
by her intimate
partner

66%

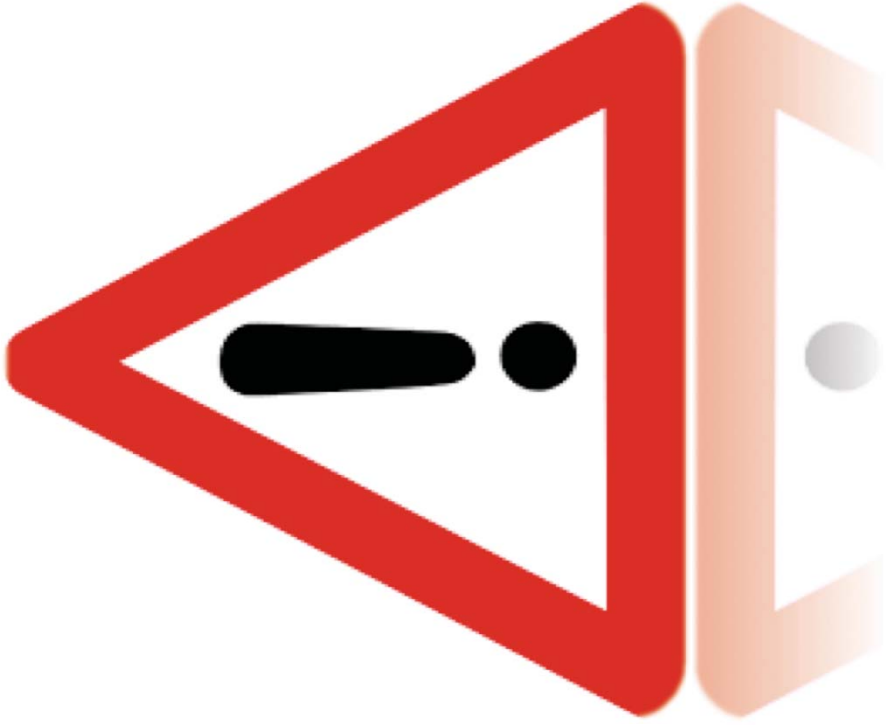
of female victims
of sexual assault
are under age 24
(**11%** are under
age 11)

60%

of women with
a disability
experience some
form of violence



73% of domestic
violence incidents
go unreported



WARNING SIGNS OF WOMAN ABUSE

HIS STRANGE BEHAVIOUR

He puts her down...



He does all the talking



He controls her phone calls



He acts depressed all the time





Isolated
from family



He says he loves her.....

He acts like he is of more value

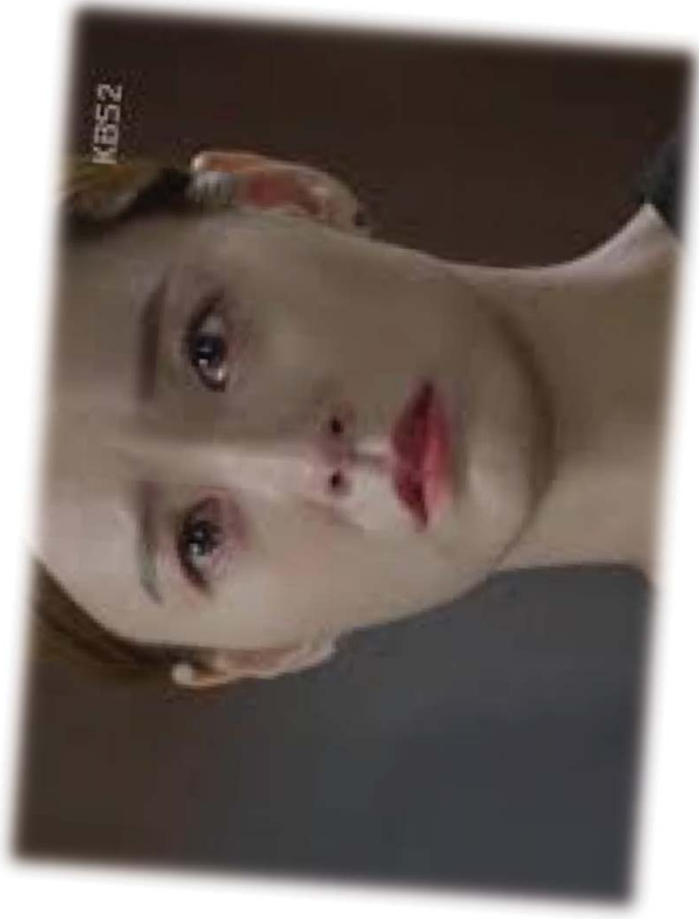


HER STRANGE BEHAVIOUR

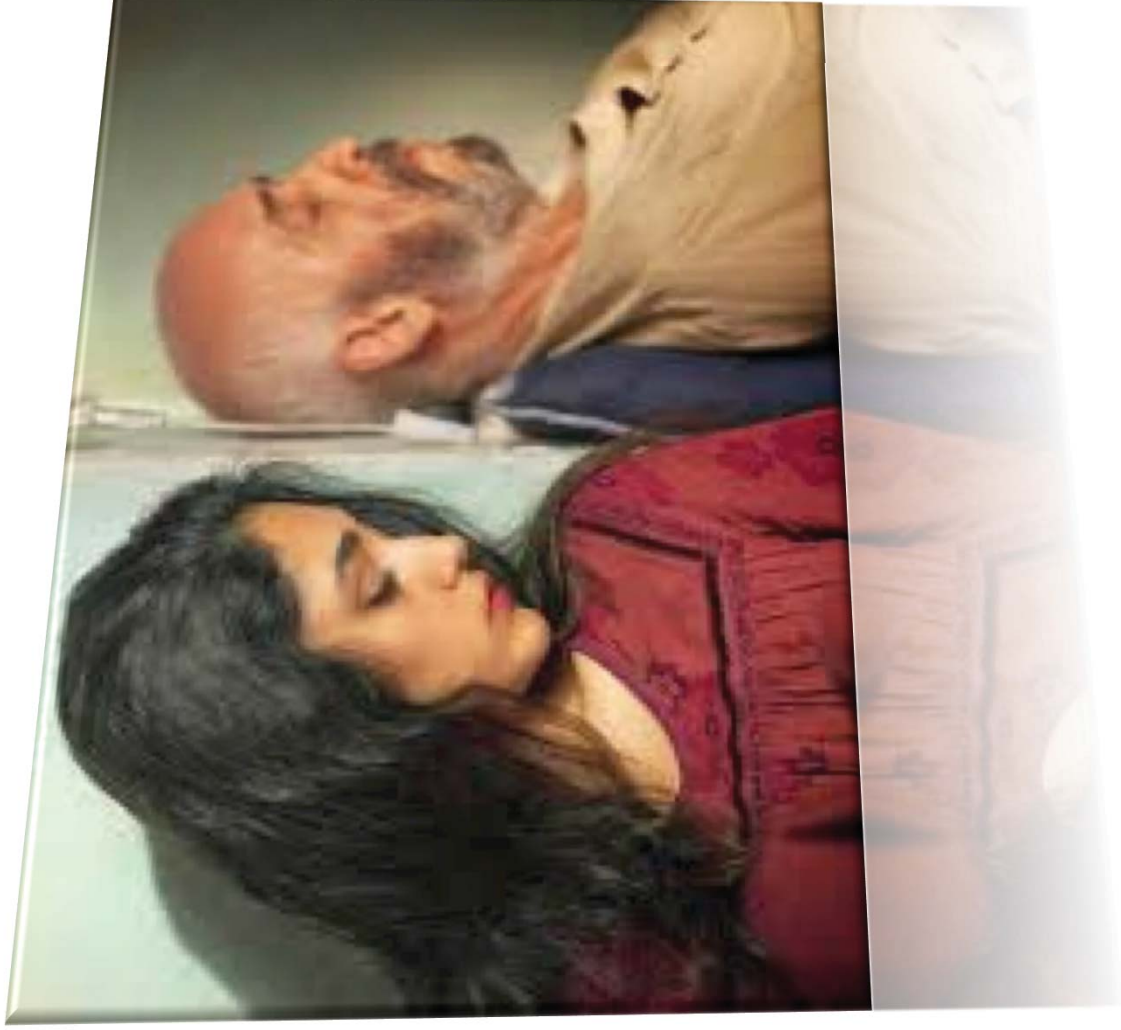
She is apologetic and
makes excuses



He is so
nice to me...



She fears
him



She tries to cover her bruises



She tries to avoid family and friends



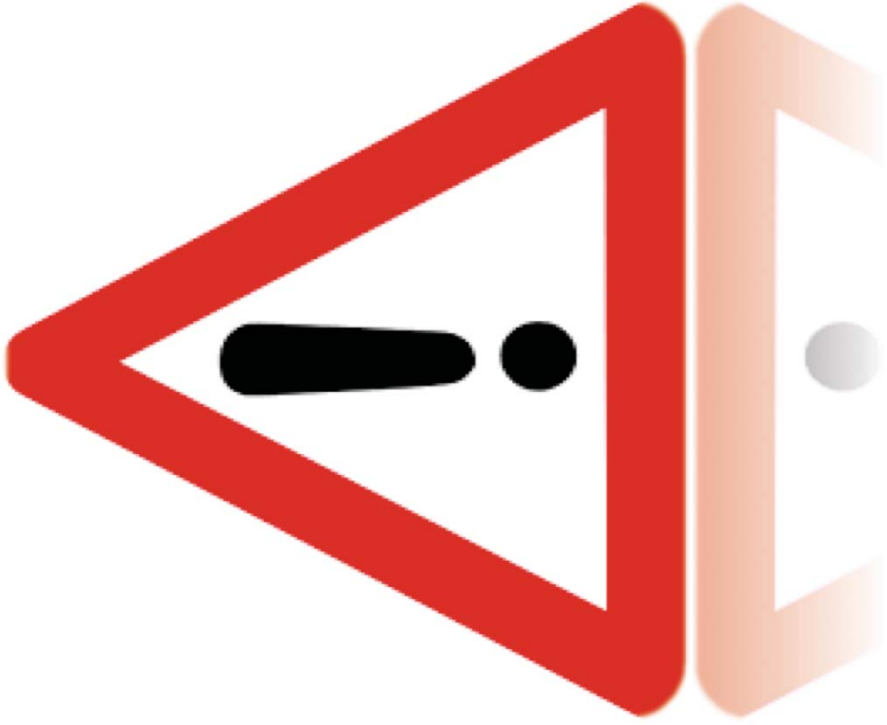
She seems lonely and afraid





She uses drugs or alcohol to cope





SIGNS OF HIGH RISK

**THE DANGER MAY BE
GREATER IF HE...**

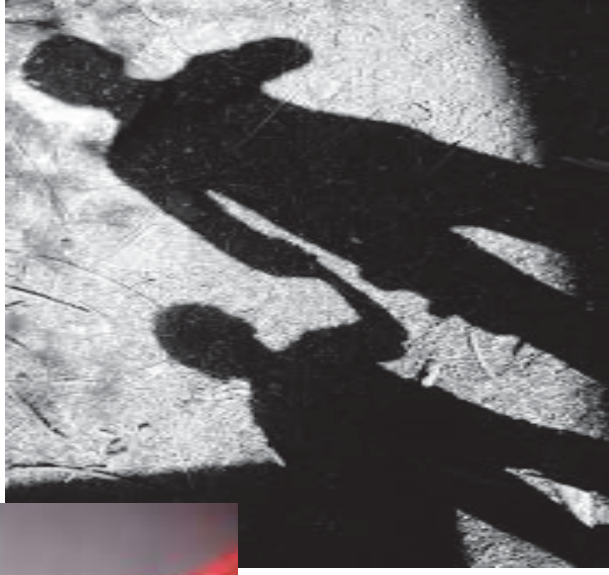


**He threatens
to harm her**



If I can't have you, no one will.....

He threatens to harm the children



He hits her
or
chokes her



He feels stressed out..



He is convinced she is having an affair



He has a dependency...



He has no respect for the law



How can we break
the chain, break the cycle



**WE CAN TALK
TO ABUSIVE MEN....**

Find the right time to have a discussion



- Approach him when he is calm
- Tell him his behaviour has to stop
- Do not try to force him to change or seek help
- Never argue with him about his abusive actions



- Call police if you are concerned about a woman's safety
- Always keep yourself safe
- Don't get yourself in the middle of an assault



If YOU are in danger leave the house
and call the police for protection



Help a friend make a SAFETY PLAN



Domestic violence:
How can you help?

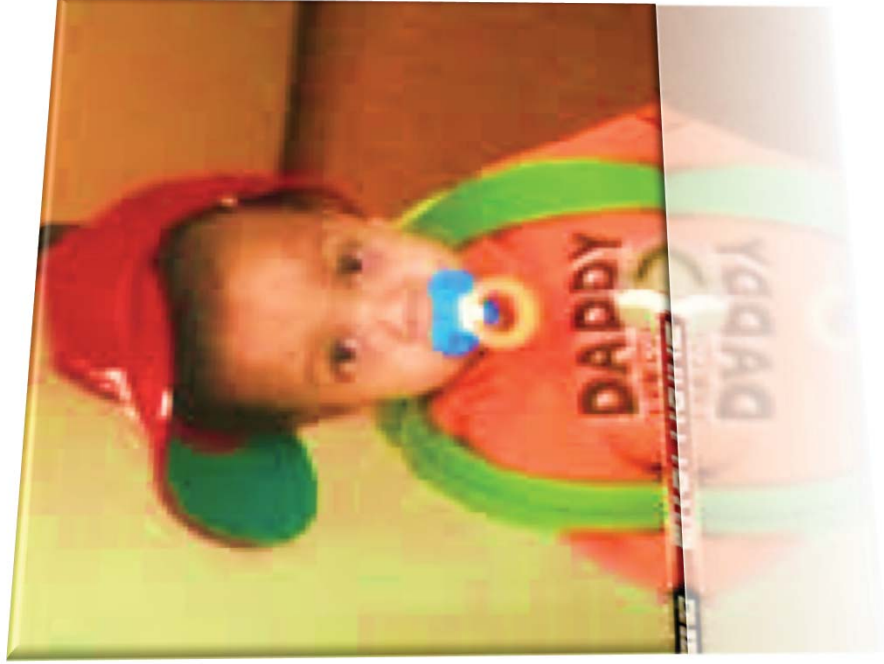
Help a friend make a safety plan.

▶ Find other ways you can help.

What should she think of...



If she has children





CALL 211TM

Get Help. Give Help.



If you have an emergency, always

CALL 9-1-1




assaulted women's helpline

Toll free:

1-866-863-0511



VICTIM SUPPORT LINE
HELPING YOU OVERCOME THE IMPACT OF CRIME

1-888-579-2888

In the Toronto dialing area call / sans frais d'interurbain
416-314-2447

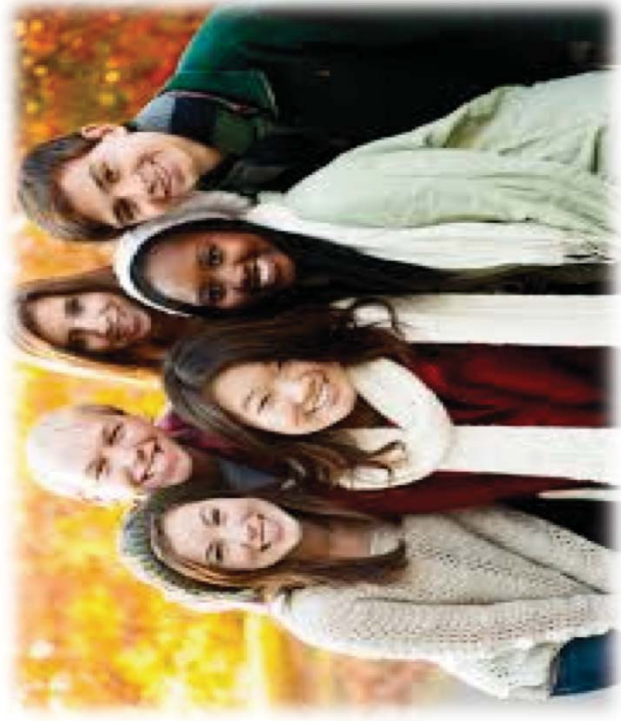
LIGNE D'AIDE AUX VICTIMES
POUR VOUS / LIGNE À SANS FRAIS DE L'APPEL DE L'INTE. CRIMINEL



**It takes a community
to raise a child**

to raise a child

It takes a community



We trust and care for each other

FAMILY

Unconditional love and support
will bring happy endings



Neighbours,
let's take care of each other



Why Doesn't She Just Leave?



Situational Factors

- Economic dependence
- Fear of greater physical danger (herself & children)
- Fear of being hunted down
- Fear of suffering a worse beating
- Fear partner will follow her & kill her if she leaves
- Fear of emotional damage to children
- Fear of losing custody of the children
- Lack of alternative housing, she has nowhere to go
- Lack of job skills, not being able to get a job



- Social isolation resulting in a lack of support from families and friends
- Social isolation resulting in lack of information about relatives close by or living abroad
- Lack of understanding from family, friends, police, ministers, etc. about the extent of abuse
- Negative responses from community, police, courts, social workers, etc. about extent of abuse
- Fear of involvement in the court process
- Fear of the unknown
- Fear and ambivalence over making life changes



- Acceptable Violence: Living with constant abuse desensitizes the victim
- Ties to her community
- Ties to her home and belongings
- Family pressure
- Fear her abuser will do something to get back at her
- Time needed to plan and prepare to leave



Emotional Factors

- Insecurity about being alone
- Loyalty: “He’s sick.....”
- Pity: She feels sorry for him
- Wanting to help: “ If I stay I can help him get better.”
- Fear that he will commit suicide if she leaves
- Denial: “It’s really not that bad.”
- Love: Often he is lovable when he’s not abusive, often during the honeymoon stage
- Shame and humiliation in front of the community
- Guilt: He believes all his problems are her fault



- Unfounded optimism that the abuser will change
- Unfounded optimism things will get better
- Learned helplessness
- False hope: he's starting to do things I've asked for
- Guilt: I deserve abuse because I'm a failure
- Responsibility: She needs to earn his approval
- Insecurity over potential independency
- Insecurity over lack of emotional support
- Guilt about the failure of her marriage
- Lack of self-esteem
- Exhaustion and too overwhelmed to leave



Personal Beliefs

- Having a partner is necessary to raise children
- Religious & or extended family pressure to keep the family together... at all costs
- Duty: “I swore to stay married till death do us part.”
- Responsibility: Up to her to work things out
- Belief in the dream of living happily ever after
- Identity: Believes she needs a partner to be accepted
- Belief that marriage is forever
- Belief that violence is the way all partners relate
- Religious and cultural beliefs in staying united



First Nations Focus

- Related to Chief or band council
- Related to Band office staff
- Language barriers
- Transportation is at a premium
- High cost of living
- Isolation – lacks ability to move
- Addictions
- Residential School Syndrome
- Fetal Alcohol Spectrum Disorder



- Adversarial court system foreign to Aboriginal values
- Unresolved grief or acute depression
- Suicide attempts
- Lack of police services
- Lack of safe/affordable/available housing
- Not comfortable leaving her rural community
- Not used to systems, rules, imposed guidelines
- Loss of rural environment
- Homesick easily
- Legacy of abuses



- Missing wild meats, fish, and traditional foods
- Traditional spirituality versus Christian viewpoint
- Lateral violence
- Abandonment
- Internalized racism
- Internalized toxic shame
- Loss of culture
- Lack of Identity
- Lack of parenting skills
- Family ties and links to the community



Immigrant and Refugee Women Face Additional Barriers ...

- Family attitudes about divorce
- Fear of criminal charges for partner or herself
- Lack of family or community support
- Ostracized from cultural community
- International abduction of children



- Dependence on partner as her sponsor
- Depends on partner to be her interpreter
- Fear of deportation
- Fear of loss of sponsorship or status
- Mistrusting police, or higher authorities
- Uneasy in institutions such as hospitals
- Lack of understanding her rights
- Language and literacy
- Racism



Now we have a better understanding in the complexity
leaving an abusive relationship

“ WHY DOESN'T SHE JUST LEAVE ?? ”

We have listed many reasons and unfortunately,
the list grows ...

Remember, be empathetic to her situation
because –

Each reason is valid and very real to her !!!





Neighbours, Friends & Families
Immigrant & Refugee Communities

“Opening Doors For Abused Women”

- Did you know that half of all women in Canada have experienced at least one incident of physical or sexual abuse since age 16
- Did you know that domestic homicides, or murder by an intimate partner, represent 17% of all solved homicides in Canada
- Did you know that in Ontario there have been 230 homicides between 2002 and 2007
- Did you know that domestic homicides have been called the most predictable and preventable of all homicides
- Did you know that the victim is more at risk when she has just left her abusive environment or is about to leave
- Did you know that you can make a difference, and everyone in a community can play a role in the prevention of woman abuse
- According to both police-reported and self-reported data, younger women are at a much higher risk of violent victimization
- Violence against women happens in all cultures and religions, in all ethnic and racial communities, at every age, and in every income group, in any community
- Inform yourself to know and understand the risks of leaving an abusive relationship
- Neighbours, Friends and Families is a campaign to raise awareness of the signs of woman abuse to give people tools to help an at-risk woman or an abusive man

Source:

The Violence Against Women Survey, Statistics Available:

http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=3896&Item_Id=1712 Canada, 1993

50 Violence Against Women, 2013, Statistics Canada. Available:

<http://www.statcan.gc.ca/daily-quotidien/130225/dq130225a-eng.htm>





Neighbours, Friends & Families
Immigrant & Refugee Communities

How To Talk To Men Who Are Abusive

Are you concerned about someone you think is abusive to his partner, but don't know what to do? This brochure describes the warning signs and how you can talk to abusive men about their behaviour.

Neighbours, Friends and Families is a campaign to raise awareness of the signs of woman abuse so that people who are close to an at-risk woman or an abusive man can help.

Everyone in the community has a role to play in helping to prevent woman abuse. You can reach out to organizations in your community that support abused women and those that can help abusers.

This campaign is a partnership between the Ontario government, Ontario Women's Directorate and the Expert Panel on Neighbours, Friends and Families, through the Centre for Research and Education on Violence Against Women and Children.

WARNING SIGNS OF ABUSE

You may suspect abuse is happening to a neighbour, friend or family member, but do not know what to do or how to talk about it. You may worry about making the situation worse. By understanding the warning signs and risk factors of woman abuse, you can help.

If you recognize some of these warning signs, it may be time to take action:

- | | |
|--|---|
| <ul style="list-style-type: none"> - He puts her down - He does all the talking and dominates the conversation - He checks up on her all the time, even at work - He tries to suggest he is the victim and acts depressed - He tries to keep her away from you - He acts as if he owns her - He lies to make himself look good or exaggerates his good qualities - He acts like he is superior and of more value than others in his home | <ul style="list-style-type: none"> - She may be apologetic and makes excuses for his behaviour or becomes aggressive and angry - She is nervous talking when he's there - She seems to be sick more often and misses work - She tries to cover her bruises - She makes excuses at the last minute about why she can't meet you or she tries to avoid you on the street - She seems sad, lonely, withdrawn and is afraid - She uses more drugs or alcohol to cope |
|--|---|

(While most abuse occurs in intimate heterosexual relationships, it can occur in gay and lesbian relationships as well. The suggestions in this brochure are equally applicable.)



SIGNS OF HIGH RISK

The danger may be greater if:

- He has access to her and her children
 - He has access to weapons
 - He has a history of abuse with her or others
 - He has threatened to harm or kill her if she leaves him: He says "If I can't have you, no one will."
 - He threatens to harm her children, her pets or her property
 - He has threatened to kill himself
 - He has hit her, choked her
 - He is going through major life changes (e.g. job, separation, depression)
 - He is convinced she is seeing someone else
 - He blames her for ruining his life
 - He doesn't seek support
 - He watches her actions, listens to her telephone conversations, reads her emails and follows her
 - He has trouble keeping a job
 - He takes drugs or drinks every day
 - He has no respect for the law
- She has just separated or is planning to leave
 - She fears for her life and for her children's safety or she cannot see her risk
 - She is in a custody battle, or has children from a previous relationship
 - She is involved in another relationship
 - She has unexplained injuries
 - She has no access to a phone
 - She faces other obstacles (e.g. she does not speak English, is not yet a legal resident of Canada, lives in a remote area)
 - She has no friends or family

STATISTICS INDICATE THAT WOMEN WHO ARE UNDER 25 YEARS OF AGE, WOMEN WITH A DISABILITY, ABORIGINAL WOMEN AND WOMEN LIVING COMMON-LAW ARE AT HIGHER RISK OF ABUSE. (Statistics Canada: Family Violence in Canada. A Statistical Profile 2005)

HOW TO TALK TO MEN WHO ARE ABUSIVE

Sometimes people around an abusive man overlook his behaviour and only focus on supporting the abused woman. At other times, people may sympathize with the abusive man, which may inadvertently escalate his abuse. Talking to an abusive man is an important part of preventing woman abuse, but it needs to be done carefully. Abusive behaviour won't go away on its own. There are services to help him in his community.

Here is what you can do when you recognize the warning signs of abuse:

- Choose the right time and place to have a full discussion.
- Approach him when he is calm.
- Be direct and clear about what you have seen.
- Tell him that his behaviour is his responsibility. Avoid making judgmental comments about him as a person. Don't validate his attempt to blame others for his behaviour.



- Inform him that his behaviour needs to stop.
- Don't try to force him to change or to seek help.
- Tell him that you are concerned for the safety of his partner and children.
- Never argue with him about his abusive actions. Recognize that confrontational, argumentative approaches may make the situation worse and put her at higher risk.
- Call the police if the woman's safety is in jeopardy.

If he denies the abuse:

- Men who are abusive will often minimize the impact and deny that they have done anything wrong. They may state that it isn't that bad or blame the victim for their actions. This type of behaviour deflects his own responsibility for his actions.
- Keep your conversation focused on your concerns for his family's safety and well being and reiterate that abuse is never an answer.
- Keep the lines of communication open and look for opportunities to help him find support.

Always keep yourself safe. Don't get in the middle of an assault. Call the police in an emergency.

OVERCOMING YOUR HESITATION TO HELP

Here are some concerns you may have about whether you should help:

Points of Concern and Points to Consider

- You feel it's none of your business It could be a matter of life or death. Violence is everyone's business
- You don't know what to say Saying you care and are concerned is a good start
- You might make things worse Doing nothing could make things worse
- It's not serious enough to involve the police Police are trained to respond and utilize other resources
- You are afraid his violence will turn to you or your family Speak to him alone. Let the police know if you receive threats
- You think she doesn't really want to leave because she keeps going back to him She may not have had the support she needed
- You are afraid he will become angry with you Maybe, but it gives you the chance to offer your help
- You feel that both partners are your friends One friend is being abusive and the other lives in fear
- You believe that if he wanted help or wanted to change his behaviour, he would ask for help He may be too ashamed to ask for help
- You think it is a private matter It isn't when someone is being hurt



Information

The Assaulted Women's Helpline at 1-866-863-0511 offers a 24-hour telephone and TTY 1-866-863-7868 crisis line for abused women in Ontario. The service is anonymous and confidential and is provided in up to 154 languages.

Helpline staff can support you in helping the abused woman or abusive man. They will discuss the warning signs of abuse you have seen and give you practical advice on ways to help.

For more information about the services of the Assaulted Women's Helpline visit: www.awhl.org. In an emergency, call your local police service.

Most Ontarians feel a personal responsibility for reducing woman abuse. Recognizing it is the first step. Take the warning signs seriously. For further information visit: www.neighboursfriendsandfamilies.on.ca

June 2006

Neighbours, Friends & Families

Disponible en français -Voisins, amis et familles





Domestic Violence... is not a private matter!!



Why are we here?

“In almost every case of domestic homicide, we found that the people around the victim knew what was going on – but didn’t know what to do about it...”

- AL O’MARRA, (Former) Chief Counsel Coroner’s Office of Ontario



Why are we here?

We are here to decrease isolation
and increase safety for people
experiencing domestic violence



Why are we here?

- **Raise awareness about woman abuse.**
- **Tell “abuse is preventable.”**
- **Say no woman, immigrant or not, should be afraid to report abuse.**
- **Say no woman should feel blamed, and/or shunned for the abusive behaviour**
- **Say talking to men is critical to ending woman abuse.**



**We are here
because if.....**



If not us, who?
If not now, when?



What is Woman Abuse?

- Physical or sexual force, actual or a threat, by a partner or an ex-partner
- Includes threats to harm children, other family members, pets and property.



Why focus on Woman Abuse?

- **Most harmful DV is perpetrated by men against women**
- **Men experience coercive control**
- **Men are encouraged to seek help**
- **DV also occurs in same sex relationships**



**There are many
types
of abuse,**



**Physical is only
one of them.....**



Emotional abuse

Psychological violence

Spiritual

Cultural abuse

Neglect

Verbal abuse

Stalking

Financial abuse

Criminal harassment



**How do you know when
abuse is going on...**



If you recognize some of these warning signs, It may be time to take action

- **He puts her down.**
 - ❖ She apologizes & makes excuses for his behaviour.
- **He does all the talking.**
 - ❖ She is nervous when he's around.
- **He suggests he is the victim, acts depressed.**
 - ❖ She seems to be sick more often and misses work.



➤ **He tries to keep her away from you.**

❖ She tries to cover her bruises.

➤ **He acts as if he owns her.**

❖ She makes excuses and try to avoid you.

➤ **He lies to make himself look good.**

❖ She seems sad, lonely, withdrawn and is afraid.

➤ **He acts superior and of more value.**

❖ She uses more drugs or alcohol to cope.



Even more signs of abuse



SIGNS OF HIGH RISK

Statistics indicate that women who are:

- **Under 25 years of age**
- **Women with disability**
- **First Nations women**
- **Women living common-law**

ARE AT RISK OF ABUSE



The danger may be greater if...



HE



- **Has access to her and her children.**
- **Has access to weapons.**
- **Has a history of abuse.**
- **Has threatened to harm or kill her.**
- **Has hit her, choked her.**
- **Threatens to harm children, pets or property.**
- **Threatened to kill himself.**
- **Is going through major life changes.**
- **Is convinced she is seeing someone else.**
- **Blames her for ruining his life.**
- **Doesn't seek support.**



Safety Planning for Women Who are Abused



Neighbours, Friends and Families
Immigrant & Refugee Communities

How can we help?



What can we do?



Developing a Safety Plan



Getting ready to leave



Here are some suggestions



1. Contact the police or a local women's shelter.
2. If she is injured, she needs to go to a doctor and report what happened.
3. Gather important documents. e.g IDs, medication, cell phone, etc.
4. If the person can't store it at home, they should consider making copies and leaving them with someone they trust.
5. Consult legal aid or a lawyer.
6. Keep any evidence of physical abuse such as photos.
7. Keep a journal of all incidents, date and time.
8. Put together sentimental objects. (Toys, pictures, etc).
9. If there is a Pet involved, arrange for care shelter. They may help with this.
10. ** She should clear her phone of the last number called to avoid him redialling.



How to be protected while living with the abuser?



If anyone is in
Danger or it is an
Emergency



Here are some steps she needs to do

1. Tell someone that she trust about the abuse and past level of force.
2. Tell the children that abuse is not right and it isn't their fault.
3. Teach them that it is important to keep safe when the abuse is happening.
4. Plan a code word to signal the children to leave and get help.
5. Create a plan to get out of their home safely and practice it.
6. Ask your neighbour, friends and family to call the police if they hear or witness abuse.
7. If an argument is developing, move to an area where a quick available.
8. If there is physical abuse, tell her to protect her face with her arms
9. Back the car in the driveway and always keep it fuelled.
10. Hide keys, cell phone, and money, near the escape route.
11. Have a list of phone numbers to call for help e.g. local shelter, friends.



Steps not to do

- Don't run to a place where the children are.
- Don't go to a room where there is access to potential weapons (e.g. kitchen, workshop, bathroom).
- Don't wear scarves or long jewelry.



Leaving the Abuser

Her personal safety

- Request a police escort or ask a friend, neighbour or family member to accompany her when she leaves.
- Contact her local women's shelter.
- Do not tell her partner that she is leaving.
- Leave quickly.
- Have a back-up plan if the partner finds out where she is going.



After Leaving



Here are some actions to take after the relationship has ended

- Visit the closest police station and ask to speak to an officer who specializes in woman abuse cases. Consider applying for a restraining order or peace bond.
- Consult a lawyer or legal aid clinic about action for protection.
- Consider changing any service provider that she shared with her ex-partner.
- Obtain an unlisted telephone number, get caller ID & block the phone number.
- Make sure their children's school or day care centre is aware of the situation.
- Carry a photo of the abuser and the children's with them.
- Ask their neighbours to look after the children in case of an emergency and to call the police if they see the abuser.
- Take extra precautions such as changing up her daily routine.
- If she feels unsafe walking alone, ask a neighbour, friend or family member to accompany her.
- Once she has left the house, she should not return unless accompanied by the police.
- Never confront the abuser.



Information or Help

- o The Assaulted Women's Helpline at **1-866-863-0511** and **TTY 1-866-863-7868** offers an 24h support in 154 languages. For more information about the services of the Assaulted Women's Helpline, please visit: www.awhl.org.
- o Thunder Bay and Area Victim Services - visit www.tbayvictimservices.com or call 684-1051
- o If there is a safety concern, please don't hesitate to call the police.



Thunder Bay and Area
Victim Services

Compassionate, Reliable, Victim Centered Services



Most Ontarians feel a personal responsibility to reduce woman abuse and recognizing abuse is the first step.

Take the warning signs seriously. For further information please visit:



Neighbours, Friends & Families
Immigrant & Refugee Communities

Working together to end abuse

The Journey to Safe & Effective Interventions

Developed by
The Centre for Research and Education on
Violence Against Women and Children

© Queen's Printer for Ontario, 2009



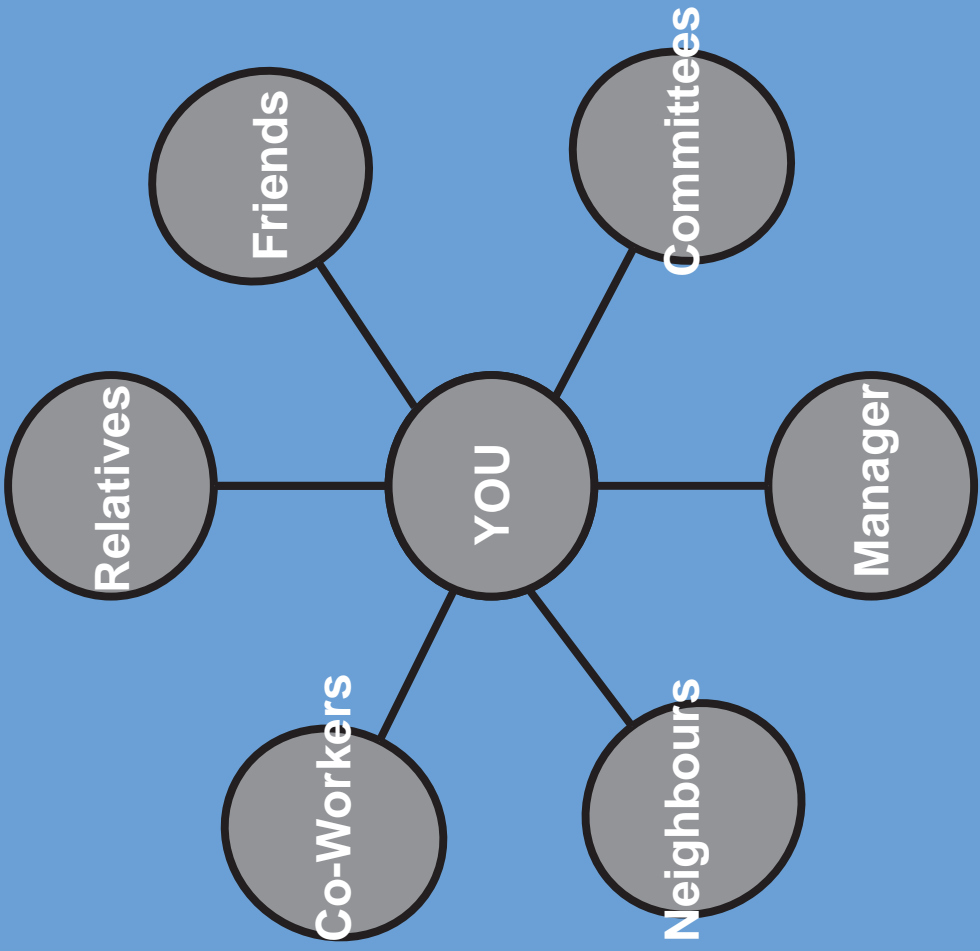
Starting the Journey...

- Context for Interventions
- The Challenge of Isolation
- The Strategy
- The Takeaway - 3 things to do
- Orientation for Interventions



YOU

What do you need
to be prepared to
respond?



The Rule of Isolation

Isolation is a ruling factor
that allows woman
abuse to happen
...It could even be
considered a necessary
condition



The Rule of Isolation



Abusers will discourage
or forbid their partners
from having
relationships with other
people



The Rule of Isolation



Children in abusive
households don't bring
their friends home



The Rule of Isolation



The family isn't invited
to social gatherings
because people are
uncomfortable with the
abuser's unpredictable
behaviour



The Rule of Isolation



Bystanders remain alone
with their suspicions,
silent and unable to
overcome their
hesitation to act...





Isolation

Isolation is a condition that allows woman abuse to happen...

It is also a result of woman abuse that becomes deeper and more profound as the abuse escalates

A Simple Strategy



Reduce or Eliminate
Isolation

We share cultural beliefs and norms that support isolation:

- Mind your own business
- What goes on in a home is private
- Avoid questions that are too personal
- Avoid conflict at all costs
- Solve your own problems



Behaviours Designed to Interrupt Isolation

- Pay attention to signs of abuse
- Don't sit alone with suspicions
and questions
- Seek help and take appropriate
action





The Takeaway

Recognize:

See it...

Respond:

Name it...

Refer:

Check it...



RECOGNIZE

See it



- Learn the warning signs
- Pay attention to the people around you
- Treat your suspicions and questions seriously



RESPOND

Name it

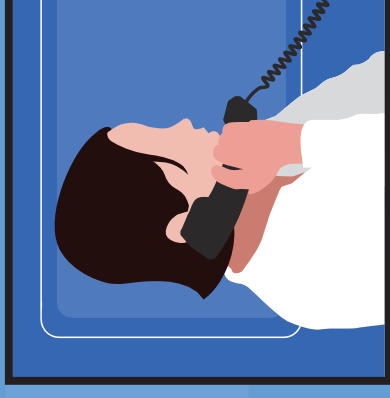


- Name the behaviour or action you see:
 - to yourself
 - to another
- Use non-judgmental language
- Ask questions



REFER

Check it



- Assess the danger
- Check your assumptions
 - Use the materials
- Ask an expert about what action to take
- Do safety planning

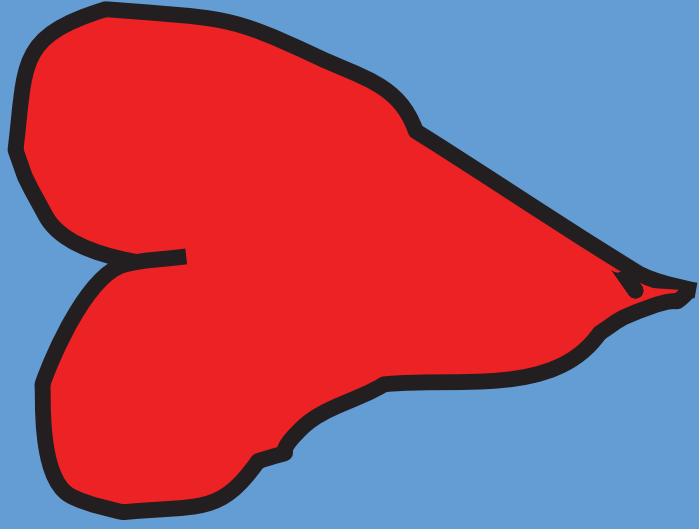




Navigating the territory of intervention

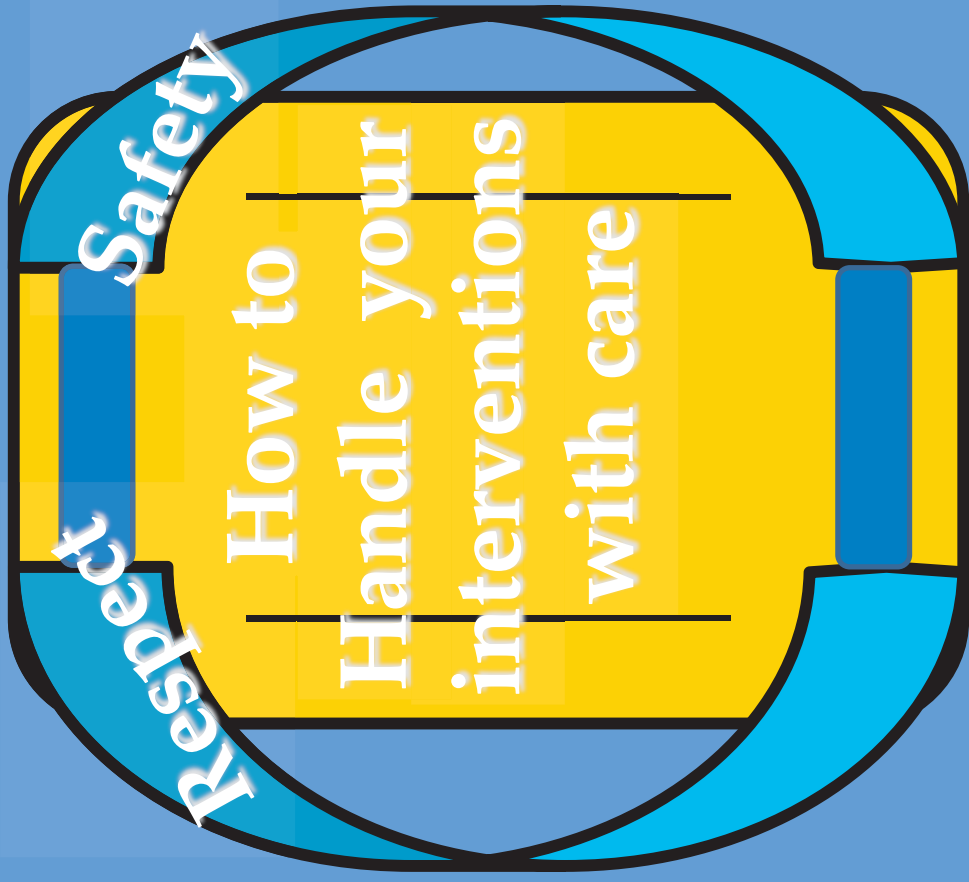


Start with Heart

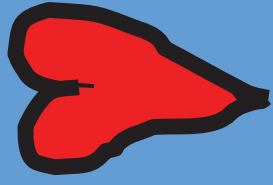


You can't go wrong
if you intervene from
a place of genuine
concern and care...





The Journey to Intervention



See it!

Name it!

Check it!



Pay attention, learn the warning signs

Break the rule of isolation!
Tell someone

Use the experts to figure out what to do next...



In efforts to gauge levels of understanding and future learning opportunities, we ask that you complete the following survey. Your responses are completely confidential, anonymous, will be reported on in aggregated format and will be referenced when measuring impact.

INSTRUCTIONS:

It is our hope that the public education and training sessions not only encouraged a better understanding in the area of violence against women but also, equipped you with professional skill sets required to successfully assist a woman experiencing abuse. This survey has been set up in the following manner: (1) Logistics; (2) Training Items; and (3) Qualitative Feedback. Please complete all sections 😊

LOGISTICS:	RATING SCALE				
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
	1	2	3	4	5
The location was accessible	1	2	3	4	5
The timing was convenient	1	2	3	4	5
The trainers were knowledgeable	1	2	3	4	5
The quality of facilitation was good	1	2	3	4	5
The content was relevant and easy to follow	1	2	3	4	5
The materials distributed were pertinent and useful	1	2	3	4	5
The trainers allowed for class participation and interaction	1	2	3	4	5
Adequate time was provided for questions and discussion	1	2	3	4	5
The public education and training sessions met my expectations	1	2	3	4	5
I will be able to apply the knowledge learned	1	2	3	4	5



TRAINING ITEMS: Please rate your level of understanding prior to and after the training sessions						
How would you rate your ...	RATING SCALE					
	LOW	MEDIUM			HIGH	
	1	2	3	4	5	
Cultural awareness	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Ability to employ cultural competency when counselling clients	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of the challenges impacting spousal relationships	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Knowledge of the challenges associated with a limited understanding of cultural awareness	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of why frontline professionals should strive for cultural competency	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of the signs and risk factors associated with violence against women	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Ability to make relevant and appropriate referrals	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Ability to offer support and connections to available resources	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5



Understanding of risk assessment as it applies to violence against women	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of risk management as it applies to violence against women	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5

QUALITATIVE FEEDBACK:

What aspects of the education / training sessions did you like the most?	
What aspects of the education / training sessions could be improved?	
Please feel free to share any other comments you may have	



Immigrant Women Services Ottawa

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Immigrant Women Services Ottawa
Services pour femmes immigrantes d'Ottawa



NEIGHBOURS, FRIENDS AND FAMILIES (NFF) CAMPAIGN

Opening Doors For Abused Women

NEIGHBOURS, FRIENDS AND FAMILIES (NFF)

Immigrant Women Services Ottawa: Opening Doors For Abused Women

OBJECTIVE: Cultural Awareness, Competency and Domestic Violence Against Immigrant & Refugee Women

TIME: 10:00 – 1:00 pm

TIME	ACTIVITY
10:00-10:15	Arrival Refreshments
INTRODUCTION	
10:15-10:30	Facilitators & Participants Explanation of Distributed Materials OWD – NFF Pre-Evaluation
10:30-10:40	Icebreaker Activity
10:40-10:45	What is the Neighbours, Friends & Families (NFF) Campaign? Ground Rules Limitations
FRAMEWORK	
10:45-11:00	Co-Active Learning: An Integrated Approach
CULTURAL AWARENESS, COMPETENCY AND DOMESTIC VIOLENCE AGAINST IMMIGRANT & REFUGEE WOMEN	
11:00-11:25	<u>Exercise</u> : Scenarios
11:25-11:40	<i>Break</i>
11:40-11:50	Challenges Impacting Spousal Relationships
11:50-12:10	<u>Exercise</u> : Conscious / Unconscious Racial / Ethnic Stereotypes
12:10-12:15	Ensuring Effective, Culturally Sensitive Responses
12:15-12:35	<u>Exercise</u> : Case Studies
12:35-12:40	Assessing Personal Cultural Awareness & Competencies
12:40-12:50	<u>Exercise</u> : Checklist
CONCLUSION	
12:50-1:00	Question & Answer Period



Cultural Awareness, Competency and Domestic Violence Against I & R Women

INTRODUCTION

WHAT IS THE NEIGHBOURS, FRIENDS AND FAMILIES (NFF) CAMPAIGN?

The NFF project includes a public education campaign intended to help raise awareness about violence against women. Rexdale Women's Centre's NFF: "Opening Doors for Abused Women" campaign includes the execution of a coordinated and collaborative approach to prevent violence against women and improve supports for survivors. We are committed to working across the province and with community organizations to develop and deliver training, implement public education campaigns and enhance service delivery, resources and supports.

GROUND RULES

- Challenge yourself regarding your beliefs and assumptions
- Respect and open yourself up to new ideas and perspectives
- Speak for yourself out of your own personal experiences (avoid generalizations)
- Explore and open yourself up to discussing issues beyond your personal level of comfort
- Honour candidacy by maintaining confidentiality
- There are no right / wrong questions and/or answers. Let's engage in conversation!
- One person speaks at a time

LIMITATIONS

- The facilitator acknowledges that she is NOT an expert in the field of violence against women
- For those in attendance, although you may have extensive experience and / or knowledge in your particular field of work, you too are not an expert. We are all a work-in-progress and would benefit from maintaining ongoing learning and development
- The information presented does not explore ALL the current literature and/or understandings in the area of violence against women



FRAMEWORK

WHAT IS THIS TRAINING SESSION PREMISED ON?

CO-ACTIVE LEARNING: AN INTEGRATED APPROACH

“A relationship based approach rooted in the competencies of emotional intelligence and the belief that people have an inherent desire to strive toward meaningful and fulfilling goals and will perform at their best when challenged and supported by others who act as effective champions and coaches for them” (Coaches Training Institute, 2009, pg. 3).

Today’s training session is premised on an understanding that will foster a climate/culture in which the trainer and trainees interact to elevate levels of learning and achievement. This culture of co-active skills will encourage us to not only seek opportunities to develop ourselves but also challenge one another to our fullest capacities.

Why Co-active Learning?

As a trainer / facilitator, my reasoning for incorporating / fostering a co-active learning environment is two-fold:

1. My interaction with all those in attendance has been guided by a belief system which maintains that you are all “naturally creative, resourceful and whole” (Coaches Training Institute, 2009). It is my hope that the level of confidence, commitment and engagement I establish with you will help expand your list of possibilities and ultimately, help enhance performance by contributing to a climate of productivity that is self-reinforcing
2. The above reasoning can also be applied to your interaction / counseling with clients therein

Principles of Co-active Coaching

Co-active coaching integrates three foundational principles that help enhance the quality and results experienced in organizational settings:

1. **Fulfillment:** the satisfaction one feels about work is meaningful and purpose driven
2. **Balance:** organizational challenges / opportunities are viewed from an empowered stance
3. **Process:** operating with full engagement and awareness of what is occurring at any given moment



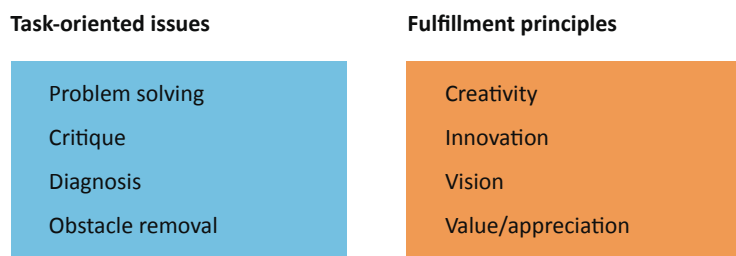
Fulfillment

Living a life of meaning and making an impactful difference is intrinsic to life as a human being. A sense of fulfillment and satisfaction is obtained when this intent (meaning; impactful difference) forms the basis of your professional life and encourages you to inspire others. Fulfillment empowers the learning process because it engages the person (employee, client, etc) in aspects of life / work that are most meaningful. It asks that we rid ourselves of previously held understandings that focus primarily on identifying obstacles and solving problems. Rather, envisioning desired outcomes receives greater emphasis than diagnosing past mistakes (Coaches Training Institute, 2009). For example:

As a facilitator, I envisioned the outcome I wanted with these training sessions. This process of reasoning included a belief system which maintained that those in attendance (frontline settlement counselors), are “naturally creative, resourceful and whole”. It is my hope that this perspective of confidence will contribute to productivity that is self-reinforcing (trainer / trainee; counselor/client). By maintaining an assumption that those in attendance have high capabilities, I am encouraging high productivity and performance.

Whereas businesses tend to address the task-oriented issues (left-hand side of Figure A), the application of fulfillment principles (right-hand side of Figure A) encourages us to operate with balanced skills. This helps enable an individual, community, organization, or society to: (1) bring forth a greater alignment to a collective or, core purpose; (2) an expanded sense of possibility and agency to impact the future; and (3) sustained focus on values that matter most (Coaches Training Institute, 2009).

Figure A



We can apply this reasoning when thinking of the NFF campaign: as a collective, we align our purpose with that of the campaign (help raise awareness about violence against women); we expand our range of possibilities and agency to impact the future (explore possibilities and ways in which we can impact the future by ending violence against women); and continue to maintain this ongoing focus.

Balance

Through the principle of balance, employees / clients discover their level of agency, which allows them more capacity to view their circumstances, opportunities or challenges in ways that create possibility and provoke strength and the identification of concrete and powerful actions to move forward. Balance rests on theories of transformative learning in adult education and organizational psychology. There are always a set of assumptions or beliefs dictating how you view yourself and the world around you. Co-active learning



encourages a greater awareness about one's default outlook towards life / circumstances and supports the finding and adoption of perspectives that fuel possibilities, strengths and actions from which to choose. When outcomes do not match what was wanted, the key is to critically examine the underlying values and assumptions rather than just the actions (Coaches Training Institute, 2009). For example:

An immigrant or, refugee female victim of abuse visits a violence prevention counselor and informs her of her unfortunate, abusive reality. The counselor, having been born and/or raised in a Canadian context, with exposure to feminist understanding, stresses the importance of leaving and seeking refuge at a shelter. The immigrant or, refugee woman refuses to follow through with the suggestion because of her conditioning. Both parties are now at a standstill. Rather than focus on an outcome that did not match what the counselor wanted, the counselor would benefit from examining his/her values and assumptions that dictated why that option was stressed and more importantly, why the client was not receptive.

Note: Seek to understand before being understood. As a counselor, when you offer greater awareness, the client becomes more able to choose perspectives that serve to empower and provide greater possibility, rather than limit or constrain them. This approach establishes a strong platform from which people can exercise choice and make responsible and accountable commitments to taking action.

Process

Too often, as we navigate the challenges of the workplace, aspects that are unpleasant or difficult may be pushed aside, ignored, or denied. The principle of process emphasizes the state of being and identity of the person. This idea of process focuses on the experience of full engagement of the individual (or team) in relationship to the surrounding world in any given moment. It is asking that you awake all your senses (thinking; feeling; acting; imagining) so that an expression of your authentic self can foster an interconnection with others (Coaches Training Institute, 2009).

There are many characteristics that influence interpersonal effectiveness. However, by awakening and expressing your authentic self while interacting with others, you have a greater chance of achieving a successful outcome. The degree to which you are able to proactively engage with and respond to whatever may be occurring, encourages an employee or team to become more resourceful in a wider range of circumstances.

The Power of Relationship

When adopting these principles either at an individual or client-counselor level, it fosters a climate in which the individual / client is valued, encouraged to focus on development that is most relevant and meaningful to them and where they are viewed and interacted with as multi-faceted human beings with whole lives (Coaches Training Institute, 2009). For example:

Let's revisit the previous scenario. In addition to examining his/her values and/or assumptions, the counselor would have benefitted from recognizing that the client is a multi-faceted human being. It would require that the counselor ask: How does this client's race, gender, class, citizenship status, sexual orientation, etc. intersect in manners that have dictated her conditioning and ultimately, her reasoning for opposing a shelter?



When you interact from that place, the confidence, commitment and engagement of the counselor elevates what the person views as possible for him or herself, shifting the conversation from just focusing on challenges / problem solving to a landscape that is more inspired and meaningful. It is neither controlling, nor demanding. Rather, it is full of encouragement and belief in oneself.

This approach places emphasis on the designed alliance between counselor and client. By encouraging a climate of trust between the counselor and client, the outcomes become nothing short of successful. This alliance between counselor and client empowers the relationship because it has both parties consciously and intentionally choosing to create a relationship that will support achievement. The counselor uses skills that support the client, such as listening, acknowledgment and support, as well as creating sufficient challenge. The balance between support and challenge encourages clients to expand their current and perceived level of capability (Coaches Training Institute, 2009).

Cornerstones and Contexts of Co-active Coaching

The context from which a counselor comes from helps inform how they interact, the specific skills, methods and approaches that are accessible. The context becomes: curiosity; intuition; listening; self-management and deepening the learning/forward-the-action. By interacting from a stance that clients are “naturally creative, resourceful and whole”, you foster a confidence level which enhances performance and contributes to a climate of productivity that is self-reinforcing (Coaches Training Institute, 2009).

Things to Remember

- Human beings have an inherent desire to learn and grow. Part of this human endeavour is to become an engaged and contributing member of society
- Human beings are naturally able to expand their ability to interact effectively with others
- Learning occurs when individuals are exposed and encouraged to experience new ways of being and acting with others. This requires ongoing experimentation, engagement and interaction
- Fostering a community of actively-engaged learners creates a richness of experience that cannot be created in isolation
- Your role is to create an environment where learning flourishes, to establish a context around which learning experiences are built, to provide a balance of support and challenge that inspires your client to adopt that way of self-reinforced thinking in their everyday life.
- Understanding emerges for each person as they engage with others, experience new ways of interacting and reflect on their lived experience
- Challenge yourself by asking: (1) How do I experience myself and engage in relationship to the world around me (presence and identity)?; (2) How do I engage and interact with others (interrelationship); (3) What am I able to do (skills)?; (4) What do I know (knowledge)?



CULTURAL AWARENESS, COMPETENCY AND DOMESTIC VIOLENCE AGAINST I & R WOMEN

WHY SHOULD WE CONSIDER CULTURE?

- Culture shapes experiences of domestic violence
- Culture shapes the victim/survivors response to intervention and support in the same manner as it shapes a perpetrators response to intervention and acceptance of responsibility
- Culture shapes access to and the utilization of services

EXERCISE 2

Participants will be asked to form groups of 3-5. Each group will be provided with a case scenario that highlights the multiple challenges impacting spousal relationships. They will be asked to answer the questions provided and discuss their answers once the entire group reconvenes. *Case Scenarios have been attached under the heading "Exercise 2".*

FACILITATOR NOTES:

Integration / adaptation to a new life in Canada

- Some of these immigrant women come from societies that maintain men in a position of authority, who can physically dominate his partner with no repercussion. This is not the case in Canada, a country that does not condone violence against women and holds perpetrators accountable. When these men feel as though their power and control is being jeopardized, they may resort to violence, thus making the immigrant woman more vulnerable (OCASI, 2006).

First time exposure to abuse and a lack of understanding regarding how to end it

- Consequently, some immigrant women come from countries where close knit communities have established regulating limits to male authority. Integration into Canadian society may encourage economic and social pressures that lead to first-time encounters of abuse. As such, these women have yet to establish skill sets of knowledge to help deal with the abuse (OCASI, 2006).

Citizenship status

- Many immigrants, majority of whom are women, arrive in Canada as sponsored or dependants. Immigration status affects access to legal protections, which in turn influences the risk for domestic violence. Abusive partners often exercise power and control by using immigration status to threaten their partners with deportation. Many immigrant and refugee women are unaware of how the legal system works, the legal protections available to them and the importance of gathering evidence of abuse. Studies have found that these women often consider their immigration status, as well as their partners, when deciding to report domestic violence. They may choose not to report it out of fear that their partner, they or, their children may be deported (Rana, 2012).



Economic dependence on spouse (inhibits independence)

- Perpetrators of domestic violence most often encourage an economic dependence. This form of abuse includes denying / restricting her access to family finances, often including her own pay cheque; not supporting / respecting her job; harassing her about her job (lack thereof); forbidding her from attending employment workshops/training intended to develop her knowledge and skill sets. Similarly, if the woman is working without a permit, her partner may threaten to report her to the authorities in efforts to not only prevent her from becoming financially independent, but also to maintain ongoing fear so that she does not speak with anyone about it (Rana, 2012).

Isolation from support networks

- A characteristic of many immigrant women is that they belonged to close-knit ethnic communities in their home country. When they immigrate to Canada, they become completely isolated from their family and extended community social networks. It becomes even more difficult for these women to establish social networks in Canada, especially if their partner is restricting them from gaining employment. This form of isolation further victimizes a woman because her partner is aware of the fact that without a social network, he will not be challenged or held accountable for his actions. Consequently, immigrant and refugee women may also have close ties to their communities and extended family members who condone or contribute to domestic violence by pressuring the woman to stay with her abusive partner. The pressure may be in the form of advice to not report the abuse to the police because it is a “private” matter, they may threaten to abandon or disown her or, stigmatize her for bringing shame to the family (Rana, 2012).

Reluctance to report because of reception from ethno-racial community

- In some communities, if an immigrant woman reports abuse at the hands of her partner to the authorities, she is unfortunately shunned and/or blamed for the abusive behaviour. In particular, when religious and social beliefs frown upon family breakups, an immigrant woman is again, further victimized (OCASI, 2006).

Language proficiency (lack thereof)

- Canada’s point system helps ensure that many immigrants are fluent in English upon arrival. Consequently, those who enter as sponsored or dependant family members, majority of whom are adult women, arrive with limited fluency in English. Not being able to speak one of the official languages encourages vulnerability. In the case of abusive relationships, male partners forbid the woman from acquiring English language acquisition skills in efforts to isolate and reduce access to employment (OCASI, 2006).

Unfamiliarity with Canadian legal system

- Many immigrant women are unfamiliar with Canada’s legal system and their rights therein. Moreover, they may have a general distrust of the police and court system and feel as though neither can help protect them (OCASI, 2006).

Unsubstantiated threats by abuser (deportation; take children away)

- In addition to her unfamiliarity with Canada’s legal system and lack of English proficiency, an abusive partner may deliberately misinform an immigrant woman about her rights and status. Experiencing intimidation and threats from the abuser may lead her to believe that she can be deported if she reports the abuse or, risks losing her children to child protection authorities (OCASI, 2006).



Lack of translation / interpretation services in particular areas

- The lack of translation / interpretation services poses a barrier and encourages vulnerability. An immigrant woman may seek the assistance of a violence prevention counselor but may fail to receive the support she requires if there is no one available to translate / interpret for her. She may resort to other contacts that speak her language but most often, will not disclose the abuse for fear that her husband may find out. In instances where interpretation and translation services do exist, the woman or service provider may not be aware of the services and risk making an inappropriate referral (OCASI, 2006).

EXERCISE 3

Effective cultural competency requires an awareness of how conscious and unconscious racial and/or ethnic stereotypes, biases and assumptions impact service delivery (DeGannes, C., et al., 2014).

FACILITATOR NOTES:

- The facilitator will hang posters around the room that contain different racial, cultural, or ethnic groups (I.E. African-Canadian; Middle Eastern; Anglo-Saxon; South Asian; Muslim; Christian; Jewish; Men; Women; Gay; Lesbian).
- The participants will be asked to write down stereotypes associated with the racial, cultural, or ethnic groups that are hung on the wall.
- The facilitator will call on the participants to read the posters and engage in discussion that encourages reflection.

DISCUSSION

1. Were any of the stereotypes posted on the groups that you identify with, or belong to?
2. Did you notice any stereotypes that you personally have for any of the groups posted?
3. Were positive as well as negative stereotypes posted?
4. How might positive stereotypes be problematic?
5. How does hearing these stereotypes about each group make you feel?
6. What is it like to hear these stereotypes about the group(s) you identify with?



PURPOSE

What was the purpose of this exercise?

- Awareness of unconscious cultural stereotypes
- Awareness of the potential impact of unconscious stereotypes on service delivery

Conscious / unconscious stereotypes, biases and assumptions made by service providers contribute to:

1. Further victimization
2. Providing services that are not culturally appropriate
3. Encouraging discrimination and exclusion
4. Break down in trusting relationships that are built on respect, diversity and equality
5. Lack of understanding of the challenges/opportunities affecting particular communities
6. Limiting your access to culturally diverse businesses, religious groups and organizations

How might these stereotypes impact service provision? As a service provider, becoming knowledgeable about an immigrant woman's cultural background and immigration related issues will help you better understand her reasoning and choices (viewing and interacting with clients as multi-faceted human beings – co-active counseling). Failure to do so sometimes may result in providing possibilities that are not appropriate or culturally sensitive. When a service provider has a very limited understanding of cultural awareness, they risk the contribution of additional barriers (OCASI, 2006). Some of which include:

- Maintaining an ethnocentric view
- Maintaining racist, sexist, ageist, etc viewpoints
- Lacking culturally sensitive awareness regarding issues that impact the abused woman (FGM; war crimes; arranged marriages)
- Service provision is dictated by your own belief system
- Acting like an authority figure that makes the decisions for her
- Generalizing her needs to that of the community she identifies with
- Employing safety planning measures that do not adapt to her culture (i.e. shelters)
- Expression of frustration because the woman is reluctant to report or leave the abusive relationship
- Referring her to an agency within her community that can offer interpretation / translation services when in fact, she may not wish to have her situation known by anybody in her community
- Imposing your values or belief systems on the client because you consider her culture inferior to yours



EXERCISE 4

Four “Case Studies” have been distributed:

1. “Why don’t you just take something?”
2. “Everything you need to know about...”
3. “Too sensitive”
4. Sexuality in the social service setting

Please read the case study with your group and answer the questions provided. *Case Studies have been attached under the heading “Exercise 4”.*

Below are some suggestions relating to how you can ensure effective, culturally sensitive responses (OCASI, 2006):

- Acknowledge an awareness of diversity by learning and recognizing the experiences of people from different countries (I.E. political and social realities in home country)
- Be sensitive to the belief and values of the woman
- Reflect diverse cultural knowledge / awareness
- Be culturally and religiously sensitive
- Check your own personal values, biases, attitudes with respect to different communities and cultures
- Be objective in your attempt to understand cultural and community factors that impact her choices
- Respond to the issues of domestic violence in accordance with facts, rather than a personal belief system that may essentialize stereotypes
- Offer non-judgemental services
- Use appropriate language (I.E. “undocumented” as opposed to “illegal”). This helps minimize discomfort, fear and the possibility of further victimization. It is unfair to assume that because a woman has an accent, she cannot follow what is being said. Moreover, some women may fear not being understood and as such, will refrain from speaking
- Maintain ongoing dialogue and learning with her, her family, community, other sources / experts
- Build a relationship of trust that is sensitive to the decisions she makes (I.E. isn’t prepared to leave)
- Gather information about her interpretation of her culture (I.E. what is it like to talk about this problem in your community?)
- Do not accept culture as an explanation for domestic violence (I.E. “this is how women are treated in my culture”. In this case, the “culture” being described is rooted in patriarchy, sexism and violence against women (Rana, 2012)
- Validate her strengths (I.E. it took a lot of courage for you to share your experiences and I thank you for that. We have support networks in place to help assist you)
- Negotiate the acceptance of a different set of values. This takes time and patience



CULTURAL COMPETENCY

- Involves an awareness of personal biases (do not make assumptions based on appearance; use appropriate language)
- Combines general knowledge about a culture to that provided by the victim / survivor
- Recognizes that diversity exists within and between cultures

Cultural competence is defined as:

“Cultural or ethnic competence refers to the development of skills that help people behave in a culturally appropriate way with a given group, demonstrating both sensitivity to cultural differences and the use of appropriate cultural symbols when interacting and communicating with members of diverse populations. It involves the acceptance of ethnic differences in an open, genuine manner, without condescension and without patronizing gestures” (Sujata, 2000).

Why Should Service Providers Strive for Cultural Competency?

Changing Demography

During Confederation, British and French Canadians comprised more than 90 percent of the total population in Canada. With the elimination of the national origin restriction in immigration policy (1961), Canada experienced changes in its demographic landscape (Ngo, 2000). Statistics indicate the following:

- Nearly 80% of immigrants identify a mother tongue other than English or French.
- Some 473,475 Canadians cannot speak neither English nor French. Upon arrival, 46% of newcomers cannot communicate in either language
- Over the past decade, Canada has welcomed an average of 235,000 immigrants on an annual basis. In more recent years, there is an increasing number of people coming from Asia, the Middle East, Africa and Latin America
- Close to 93% of immigrants reside within a metropolitan area (Vancouver; Toronto; Montreal)

Legislation

In response to the changing demographic landscape in Canada, the provincial and federal governments have established a number of policies that recognize diversity as a fundamental characteristic of Canadian society (Ngo, 2000). In addition to the Multiculturalism policy, different levels of government have established the following policies:

Canadian Charter of Rights and Freedoms

- The Charter stipulates that every individual in Canada is entitled to equality rights, freedom from discrimination and equal access to participation. This applies to every individual, regardless of race, religion, national/ethnic origin, colour, sex, age and physical or mental disability (Ngo, 2000).



Employment Equity

- Employment equity requires that federal departments and agencies that employ 100+ employees must file an annual statistical profile that reports on the number of women, people with disabilities, aboriginal peoples and members of visible minorities. This report must compare the occupational and salary levels of the “designated groups” with all other employees (Ngo, 2000).

Municipal Diversity Initiatives

A number of municipal governments have demonstrated their commitment to promote inclusion and equity in their respective cities (Ngo, 2000).

Socio-Economic Reality

Despite legislative efforts, research reports indicate that many culturally diverse people continue to experience discrimination and exclusion (Ngo, 2000). For example:

- Among immigrants, the poverty rates for unattached individuals, families, seniors and children are 43.7%, 21.2% and 51%. These percentages should be compared to the national average poverty rate which stands at 17.5%
- Those who reserve and/or maintain their ethno-religious characteristics face more obstacles in the labour market
- Visible minority groups report widespread experiences of prejudice and discrimination against them

Limited Access to Appropriate Services

There are a number of challenges that hinder the accessibility of services by culturally diverse populations (Ngo, 2000). Several studies have indicated the following about culturally diverse communities and accessibility to services:

- They are neither aware nor knowledgeable about services offered
- They are generally unaware of how to access services and perceive barriers to equitable service delivery
- They maintain the perception that discrimination occurs in service delivery
- They are concerned that their needs are not taken into consideration
- They feel as though service delivery lacks cultural competency
- Outreach initiatives lack innovative strategies intended to involve these communities

Advantages of Culturally Competent Service Delivery*Social / Community Benefits (Ngo, 2000)*

- Serving and involving all communities within your catchment area
- The development of trusting relationships that are built on respect, diversity and equality
- A better understanding of the challenges and/or opportunities affecting these communities
- The development of relationships / partnerships with authority figures from culturally diverse communities



Financial Benefits (Ngo, 2000)

- The ability to access resources from culturally diverse businesses, religious groups and organizations
- Minimizing legal costs associated with discrimination, harassment and other human rights infringements

Service Improvement Benefits (Ngo, 2000)

- The ability to access highly qualified individuals
- The ability to better understand, identify and respond to the needs of your clientele
- Widen your client market
- Developing and executing culturally competent program delivery
- Increasing organizational adaptability and resiliency

When assessing your personal cultural awareness and competencies, the following list of questions may help guide your understanding of the type of service provision you provide (OCASI, 2006):

1. How do my belief systems, behaviours and attitudes impact the service I provide?
2. Does a client's ethno-racial background dictate my service provision therein?
3. Do I believe that the woman is an expert in her own life or, am I the expert?
4. Do I recognize what the woman is going through?
5. How frightened is she of her husband?
6. Do I have culturally sensitive skill sets required to successfully assist her?
7. Is there someone else within the organization that may be better suited to assess if the woman who came to me for some other service is a victim of abuse? Do I know what next steps to take?
8. Do I recognize this woman as a multifaceted human being who may be experiencing simultaneous barriers that are worsening her situation?
9. Am I familiar with the resources available to help assist this woman? Does my organization have a violence prevention program?



EXERCISE 5

As a group, let's suggest a checklist that could be used when working with abused immigrant and refugee women (things to consider when assisting the woman)

For example:

- What is her immigration status and might she be in jeopardy because of this status? This requires that you familiarize yourself with Canadian immigration policy and practices.
- Provide an opportunity for the woman to define herself and current situation. In a non-judgemental way, establish how her social, cultural and religious background might be impacting her situation.
- When speaking with her, do you understand what she is saying or, is it getting lost in translation? Does she need translation / interpretation services?
- Seek to understand what it is that she needs and ask if the options provided are feasible
- Is short or long-term assistance required?
- Is she requesting general information? (I.E. legal; resources available; language specific support groups; Children's Aid Society; signs/risk factors associated with violence against women; housing; shelter; financial assistance, etc).
- Inform the woman of existing options that can help assist her. This includes providing explanations because in most cultures, communication is done in an oral rather than written format. If providing a pamphlet / document, for example, it is prudent to first explain what is important in the pamphlet / document.

CONCLUSION

The facilitator will thank the participants for attending and will invite them to engage in a "Question & Answer" discussion.



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NEIGHBOURS, FRIENDS & FAMILIES (NFF) CAMPAIGN

Rexdale Women's Centre
Opening Doors for Abused Women

Cultural Awareness, Competency & Domestic Violence against
Immigrant & Refugee Women

Date / Time: November 19th, 2014; 10:00-1:00PM

Facilitators: Sonya Aslan; NFF Provincial Coordinator & Natalie Browning-Morgan; W5 Opening Doors for Abused Women
Project Coordinator



Logistics

INTRODUCTIONS

TWIN-POCKET PORTFOLIO: MATERIALS

- ▶ NFF brochures
- ▶ Employing Culturally Sensitive Responses: Checklist
- ▶ Violence against Women: List of Resources
- ▶ Violence against Women: FREE Online Training(s)

OWD-NFF EVALUATIONS: PRE / POST



Ground Rules



CHALLENGE YOURSELF REGARDING YOUR BELIEFS AND ASSUMPTIONS

RESPECT AND OPEN YOURSELF UP TO NEW IDEAS AND PERSPECTIVES

SPEAK FOR YOURSELF OUT OF YOUR OWN PERSONAL EXPERIENCES (AVOID GENERALIZATIONS)

EXPLORE AND OPEN YOURSELF UP TO DISCUSSING ISSUES BEYOND YOUR PERSONAL LEVEL OF COMFORT

HONOR CANDIDACY BY MAINTAINING CONFIDENTIALITY

THERE ARE NO RIGHT / WRONG QUESTIONS AND/OR ANSWERS. LET'S ENGAGE IN CONVERSATION!

ONE PERSON SPEAKS AT A TIME

Limitations

1. WE ARE **NOT** EXPERTS
2. WE ARE ALL A **WORK-IN-PROGRESS**
3. WE ARE EXPLORING **SPECIFIC** VAW UNDERSTANDINGS



Agenda

1. Exercise: Icebreaker
2. What is the NFF Campaign?
3. Co-Active Learning: An Integrated Approach
4. Exercise: Scenarios
5. Challenges Impacting Spousal Relationships
6. Exercise: Conscious / Unconscious Racial / Ethnic Stereotypes
7. Ensuring Effective, Culturally Sensitive Responses
8. Exercise: Case Studies
9. Assessing Personal Cultural Awareness & Competencies
10. Exercise: Checklist
11. Question & Answer Period

AGENDA



What is the NFF Campaign?

NFF CAMPAIGN

Public education campaign intended to help raise awareness about the signs of woman abuse so that those close to an at-risk woman, or an abusive man, can help



RWC INVOLVEMENT

Execution of a coordinated / collaborative approach to prevent VAW & improve supports for survivors

Provincial campaign:

develop and deliver training, implement public education campaigns and enhance service delivery, resources and supports



MANDATE

Provide communities with tools and strategies to prevent woman abuse through:

Recognizing the warning signs of woman abuse and knowing what to do

Supporting / encouraging community members affected by woman abuse to start talking about the problem - **public and NOT, private matter**

Referrals to appropriate resources in the community

NFF Campaign Materials

MESSAGES

Campaign Key Messages

- 1** Neighbours, Friends and Families have a crucial role to play in preventing woman abuse
- 2** You can learn about the warning signs of woman abuse and you can learn how to help
- 3** NFF provides the tools to help, read the brochures and safety cards
- 4** Talking to abusive men is critical to ending woman abuse
- 5** Abusive behaviour won't go away on its own. There are services to help who abuse

RESOURCES

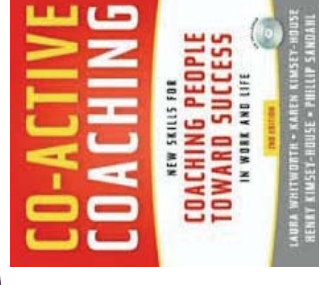
- ▶ Brochures
- ▶ Community Action Kit
- ▶ Website:
[http://
www.immigrantandrefugeenff.ca/](http://www.immigrantandrefugeenff.ca/)
- ▶ PSAs
- ▶ Documentary

“ A relationship based approach rooted in the competencies of **emotional intelligence** and the belief that **people** have an inherent desire to **strive** toward **meaningful and fulfilling goals** and will **perform at their best** when **challenged and supported** by others who act as effective **champions and coaches** for them ”

COACHES TRAINING INSTITUTE, 2009, PG.3

Today's training session is premised on an understanding that will foster a climate/culture in which trainers and trainees **interact** to **elevate** levels of learning and achievement.

This culture of co-active skills will encourage us to not only **seek opportunities** to develop ourselves but also, **challenge one another** to our fullest capacity



Co-Active Learning: An Integrated Approach

Why Co-Active Learning?

1. The belief that participants are **"naturally creative, resourceful and whole"**
2. Interacting / counseling clients



It is our hope that the **level of confidence, commitment and engagement** we establish with you **will help expand your possibilities and enhance performance** by fostering a **climate of productivity** that is **self-reinforcing**



Co-Active Learning: An Integrated Approach

Principles of Co-Active Coaching

FULFILLMENT

The satisfaction one feels about work is **meaningful** and **purpose driven**

BALANCE

Organizational **challenges / opportunities** are viewed from an **empowered** stance

PROCESS

Operating with full **engagement and awareness** of what is occurring at any given moment

The integration of these principles enhances quality and results



Co-Active Learning: An Integrated Approach

Fulfillment

- ▶ Living a life of meaning and making an impactful difference is intrinsic to life as a human being
- ▶ A sense of fulfillment is achieved when intent (**meaning**; **impactful difference**) forms your professional life and encourages you to inspire others
- ▶ Empowers learning process by engaging the person (life / work) in meaningful ways
- ▶ Primary focus is **no longer** on identifying obstacles and solving problems.
Envisioning desired outcomes receives greater emphasis than diagnosing past mistakes

Co-Active Learning: An Integrated Approach

TASK ORIENTED ISSUES

- ▶ Problem Solving
- ▶ Critique
- ▶ Diagnosis
- ▶ Obstacle Removal



FULFILLMENT PRINCIPLES

- ▶ Creativity
- ▶ Innovation
- ▶ Vision
- ▶ Value / Appreciation



Encourages us to operate with

Addressed by businesses

balanced skills

Co-Active Learning: An Integrated Approach



Enables individuals, communities, organizations, societies by:

1. Bringing forth a greater alignment to a collective, or core purpose
2. Expanded sense of possibility and agency to impact the future
3. Sustained focus on values that matter most

APPLICATION TO NFF:
As a collective, we

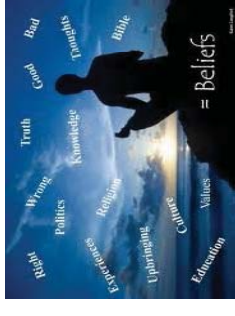
1. Help raise awareness about violence against women;
2. We explore possibilities and ways in which we can impact the future by ending violence against women; and
3. Continue to maintain this ongoing focus



Co-Active Learning: An Integrated Approach

Balance:

- ▶ Individuals / clients **discover their level of agency**, allowing them more capacity to view circumstances, opportunities, or challenges in ways that create possibility and provoke strength and identification of concrete and powerful actions to move forward
- ▶ **Assumptions / beliefs** dictate how you view yourself and the world around you
- ▶ Encourages a **greater awareness** about one's default look towards life / circumstances
- ▶ Supports the adoption of perspectives that fuel possibilities, strengths and actions from which to choose
- ▶ When outcomes do not match what was wanted, the key is to critically examine the underlying **values** and **assumptions**, rather than just the actions



Co-Active Learning: An Integrated Approach

How can we apply the principle of balance to the following example?

An immigrant or, refugee female victim of abuse visits a violence prevention counselor and informs her of her unfortunate, abusive reality. The counselor, having been born and/or raised in a Canadian context, with exposure to feminist understanding, stresses the importance of leaving and seeking refuge at a shelter. The immigrant or, refugee woman refuses to follow the counselor's suggestion because of her conditioning. Both parties are now at a standstill.



Co-Active Learning: An Integrated Approach

As a service provider, when you offer **greater awareness**, the client becomes more able to choose perspectives that serve to **empower** and provide **greater possibility**, rather than limit or constrain them. This approach establishes a strong platform from which people can **exercise choice** and make **responsible** and **accountable commitments** to taking action.



Co-Active Learning: An Integrated Approach

Process:

- ▶ As we navigate the challenges of the workplace, aspects that are unpleasant / difficult are pushed aside, ignored, or denied
- ▶ This principle emphasizes the **state of being** and **individual identity**
- ▶ Focusing on experiences of **full engagement** (individual / surrounding world) in any given moment
- ▶ Awakening of the senses (thinking; feeling; acting; imagining)
- ▶ Expression of your **authentic self** fosters interconnection with others
- ▶ Encouraging a greater chance of **successful outcomes**
- ▶ Proactive engagement promotes resourcefulness

Co-Active Learning: An Integrated Approach

The Power of Relationship

- ▶ Client is valued and encouraged to focus on development that is **relevant** and **meaningful**
- ▶ As a counselor, you view and interact with your client as **multi-faceted** human beings

Let's revisit the previous scenario:

- ▶ **Self-Awareness:** examine values / assumptions
- ▶ **Client as multi-faceted human being:** How does the client's race, gender, class, citizenship status, sexual orientation, etc intersect? How have these "interlocking systems of oppression" dictated conditioning and reasoning for opposing the shelter?



Co-Active Learning: An Integrated Approach

Your role as Counselor:

1. Create an environment where learning flourishes (inspiring; meaningful; encouraging)
2. Empower the relationship: client / counselor are both consciously and intentionally supporting achievement
3. Establish a context around which learning experiences are built (multi-faceted human being)
4. Provide a balance of **support** and **challenge** that inspires **self-reinforced** thinking in everyday life



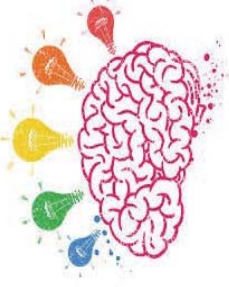
Challenges Impacting Spousal Relationships

Why consider **CULTURE**?

- ▶ Shapes experiences of violence
- ▶ Shapes the victim/survivors response to intervention / support
- ▶ Shapes the perpetrators response to intervention / responsibility
- ▶ Shapes access to & utilization of services



Challenges Impacting Spousal Relationships



EXERCISE

Please read the scenario provided and in your group, discuss:

- 1. Are there any signs of violence? If yes, what are they?*
- 2. What are some of the barriers to safety the woman is facing in Canada?*

Challenges Impacting Spousal Relationships

INTEGRATION / ADAPTATION TO A NEW LIFE IN CANADA

- ▶ Some women come from societies that maintain men in a position of authority (physically dominate partner with no repercussion)
- ▶ **THIS IS NOT THE CASE IN CANADA.** We do not condone VAW and hold perpetrators accountable
- ▶ When **POWER** and **CONTROL** are jeopardized, these men may resort to violence

FIRST TIME EXPOSURE TO ABUSE AND A LACK OF UNDERSTANDING REGARDING HOW TO END IT

- ▶ Some women come from close-knit communities that regulate limits to male authority
- ▶ Economic and social pressures lead to 1st-time experience of abuse
- ▶ Unfamiliarity with how to confront the abuse

Challenges Impacting Spousal Relationships

CITIZENSHIP STATUS

- ▶ Many women enter as **SPONSORED** or **DEPENDANTS**
- ▶ Status affects access to legal protections – Influences risk for domestic violence
- ▶ Perpetrator exercises **POWER & CONTROL** by using status to threaten with deportation
- ▶ Many of these women are unaware of (1) how the legal system works; (2) the legal protections available to them; and (3) the importance of gathering evidence of abuse
- ▶ May choose not to report it out of fear that their partner, they or, their children may be deported

ECONOMIC DEPENDENCE ON SPOUSE

- ▶ Includes denying / restricting her access to family finances, often including her own paycheque; not supporting / respecting her job; harassing her about her job (lack thereof); forbidding her from attending employment workshops/training intended to develop her knowledge and skill sets
- ▶ Similarly, if the woman is working **WITHOUT** a permit, her partner may threaten to report her to the authorities – prevent economic independence & maintain ongoing fear

Challenges Impacting Spousal Relationships

ISOLATION FROM SUPPORT NETWORKS

- ▶ Moving to Canada encourages isolation from family and community social networks
- ▶ Difficulty establishing social networks in Canada – restricted to the home / gaining employment
- ▶ WITHOUT a social network, perpetrator will NOI be challenged OR, held accountable
- ▶ Consequently, some established social networks may condone / contribute to domestic violence – “private” matter; abandon/disown; stigmatize victim for bringing shame to the family

RELUCTANCE TO REPORT ABUSE BECAUSE OF RECEPTION FROM ETHNO-RACIAL COMMUNITY

- ▶ When religious and social beliefs frown upon family breakups, an immigrant woman is again, further victimized - shunned / blamed for abusive behaviour

Challenges Impacting Spousal Relationships

LANGUAGE PROFICIENCY (LACK THEREOF)

- ▶ Those who enter as SPONSORED or DEPENDANTS (majority are adult women), arrive with limited fluency in English
- ▶ Lack of English / French proficiency encourages vulnerability – perpetrators forbid partners from taking English classes in efforts to **ISOLATE** and **REDUCE** access to employment

UNFAMILIARITY WITH CANADIAN LEGAL SYSTEM

- ▶ MOST of these women are unfamiliar with Canada's legal system
- ▶ They may have a general distrust of the police and court system – believe neither can protect them

Challenges Impacting Spousal Relationships

UNSUBSTANTIATED THREATS BY THE ABUSER

- ▶ Perpetrator may misinform partner about her rights and status
- ▶ **INTIMIDATION** and **THREATS** encourage fears of deportation, losing children to CAS

LACK OF TRANSLATION / INTERPRETATION SERVICES IN PARTICULAR AREAS

- ▶ She may seek assistance from a VP counselor – lack of translation/interpretation services results in failure to receive support
- ▶ She may resort to her language-specific contacts BUT will often NOT disclose the abuse – fear that partner will find out
- ▶ The victim / survivor AND service provider may not be aware of interpretation / translation services – risk inappropriate referrals



“

Effective cultural competency requires an awareness of how conscious and unconscious racial and/or ethnic stereotypes, biases and assumptions impact service delivery.

”

(Degannes, C.)

EXERCISE: Write down stereotypes associated with the racial, cultural, identity, or ethnic groups hung on the wall

Disclaimer: We recognize that this exercise is uncomfortable but DOES NOT reflect your personal understandings. Rather, it reflects your previous exposure to particular understandings

DISCUSSION

1. Were any of the stereotypes posted on the groups that you identify with, or belong to?
2. Did you notice any stereotypes that you personally have for any of the groups posted?
3. Were positive as well as negative stereotypes posted?
4. How might positive stereotypes be problematic?
5. How does hearing these stereotypes about each group make you feel?
6. What is it like to hear these stereotypes about the group(s) you identify with?
7. How might these stereotypes impact service provision?



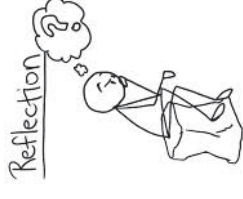
REFLECTION

What was the purpose of this exercise?

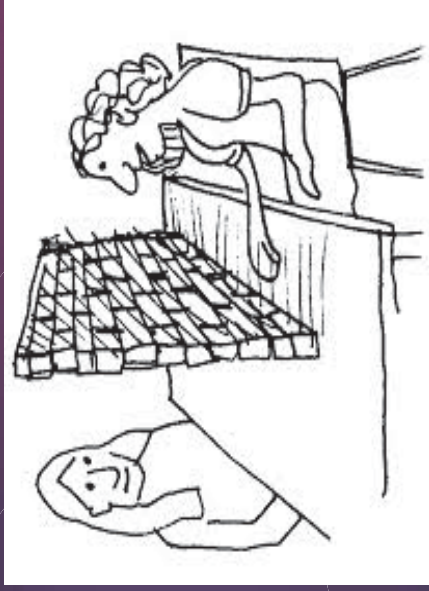
- Awareness of unconscious cultural stereotypes
- Awareness of the potential impact of unconscious stereotypes on service delivery

Conscious / unconscious stereotypes, biases and assumptions made by service providers contributes to:

1. Further victimization
2. Providing services that are not culturally appropriate
3. Encouraging discrimination and exclusion
4. Break down in trusting relationships that are built on respect, diversity and equity
5. Lack of understanding of the challenges/opportunities affecting particular communities
6. Limiting your access to culturally diverse businesses, religious groups and organizations



ADDITIONAL BARRIERS



MAINTAINING AN ETHNOCENTRIC VIEW

MAINTAINING OPPRESSIVE VIEWPOINTS

I.E. RACISM, SEXISM, ABLEISM, AGEISM

INSENSITIVITY TO ISSUES IMPACTING MULTICULTURAL ABUSED WOMEN

I.E. FGM, WAR CRIMES, ARRANGED MARRIAGES, ETC.

PROVIDING SERVICES BY DICTATES OF PERSONAL VIEWPOINT

ACTING LIKE AN AUTHORITY FIGURE WHO MAKES ALL THE DECISIONS FOR HER

GENERALIZING HER NEEDS AND THE COMMUNITY SHE IDENTIFIES WITH

EMPLOYING SAFETY PLANNING MEASURES THAT DO NOT ADAPT TO HER CULTURE

I.E. SHELTERS

EXPRESSING FRUSTRATION BECAUSE SHE MAY BE RELUCTANT TO LEAVE HER ABUSIVE RELATIONSHIP

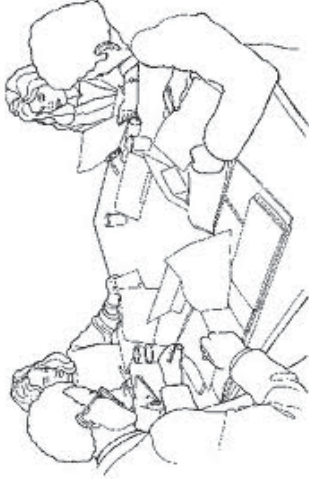
REFERRING HER TO AN AGENCY WITHIN HER COMMUNITY WHEN SHE MAY NOT WANT HER ISSUES TO BE KNOWN BY HER COMMUNITY

IMPOSING YOUR VALUES AND BELIEFS ON HER BECAUSE YOU DEEM HER CULTURE INFERIOR TO YOURS

EXERCISE

Four “Case Studies” have been distributed

1. “Why don’t you just take something?”
2. “Everything you need to know about...”
3. “Too sensitive”
4. Sexuality in the social service setting



Please read the case study with your group and answer the questions provided

So what can I do to ensure an effective,
culturally sensitive response when providing
services for newcomer women?



What is CULTURAL COMPETENCE?

“Cultural or ethnic competence refers to the development of skills that help people behave in a culturally appropriate way with a given group, demonstrating both sensitivity to cultural differences and the use of appropriate cultural symbols when interacting and communicating with members of diverse populations. It involves the acceptance of ethnic differences in an open, genuine manner, without condescension and without patronizing gestures”. (Sujata, 2000)



Ensuring Effective, Culturally Sensitive Responses:

- ✓ Learn and recognize the experiences of women from different countries (i.e. political/social realities).
- ✓ Be sensitive to her religion, faith, customs, values, beliefs, etc.
- ✓ Be objective when attempting to understand cultural/community factors that may impact her choices.
- ✓ Respond to the issues of domestic violence in accordance to facts, rather than a personal belief system that may reflect stereotypes.
- ✓ Offer non-judgemental services that encourage self-empowerment.
- ✓ Use appropriate language (i.e. “undocumented” vs. “illegal”) in order to minimize fear, discomfort and the possibility of further victimization.
- ✓ Allow her opportunities to speak and listening without the presumption that she cannot understand English as a non-native speaker.

Ensuring Effective, Culturally Sensitive Responses:

- ✓ Maintain ongoing dialogue with her as well as her family, community, etc.
- ✓ Build a relationship of trust that is sensitive to her decision-making (i.e. her decision to stay in an abusive situation)
- ✓ Gather information from her and ask sensitive questions (i.e. What is it like to talk about this problem in your community?)
- ✓ Do not accept culture as an explanation for domestic violence (i.e. “This is how women are treated in my culture”) because in this case “culture” being described is rooted in patriarchy, sexism and violence against women.
- ✓ Validate her strengths (i.e. “It took a lot of courage for you to share your experiences and I thank you for that. We have support networks in place to help assist you”.)
- ✓ Negotiate the acceptance of a different set of values. This takes time and patience.

Assessing Personal Cultural Awareness & Competencies in Service Provision

1. How do my belief systems, behaviours & attitudes impact the service I provide?
2. Does a client's ethno-racial background dictate my service provision therein?
3. Do I believe the woman is an expert in her own life?
4. Do I recognize what the woman is going through?
5. How frightened is she of her partner?
6. Do I have the culturally sensitive skill sets required to assist her?
7. Is there someone else within the organization that may be better suited to assess whether this woman is a victim of abuse?
8. Do I know what steps to take?
9. Do I recognize the woman as a multifaceted person who may be experiencing simultaneous barriers worsening her situation?

ASK!



Exercise



As a group, let's suggest a checklist that could be used when working with abused immigrant and refugee women

EXAMPLE

What is her immigration status? Would she be in jeopardy of losing it?



CHECKLIST

- ▶ Provide an opportunity for the woman to **define herself** and current situation. In a non-judgemental way, establish how her social, cultural and religious background might be impacting her situation.
- ▶ When speaking with her, do you understand what she is saying or, is it getting lost in translation?
Does she need translation / interpretation services?
- ▶ Seek to understand what it is that she needs and ask if the options provided are feasible
- ▶ Is short or long-term assistance required?
- ▶ **Is she requesting general information?** (IE. legal; resources available; language specific support groups; Children's Aid Society; signs/risk factors associated with violence against women; housing; shelter; financial assistance, etc).
- ▶ **Inform the woman of existing options** that can help assist her. This includes providing explanations because in most cultures, communication is done in an oral rather than written format. If providing a pamphlet / document, for example, it is prudent to first explain what is important in the pamphlet / document.



Question & Answer Period

NOTE: If the facilitators do not have an answer to your question,

1. We will be sure to get back to you with the requested information
2. We encourage our participants to draw on their professional experiences to help encourage co-active learning

True / False (Circle one)	Multiple Choice (Circle one)
Woman abuse occurs more often among certain groups of people True False	On average, what is the rate that women are killed by their intimate partners? A. One out of every 15 days B. One out of every 6 days C. One out of every 10 days D. One out of every 20 days
Most sexual assaults happen between people who do not know each other True False	How many arrests in Canada result from domestic violence each year? A. 5,000 B. 20,000 C. 40,000 D. 30,000
Women are much more likely to be assaulted by a stranger or someone from outside their family True False	Each year, Canadians collectively spend \$_____ to deal with the aftermath of spousal violence A. 10 million B. 100 million C. 7.4 billion D. 5.4 billion
Pregnant women are free from the violent attacks of the men they live with True False	What percentages of women who experience sexual assault report it to police? A. 30% B. 10% C. 49% D. 62%
Children who grow up in violent homes become violent when they are adults True False	What percentages of police-reported domestic assaults are against women? A. 65% B. 35% C. 22% D. 83%
Men who assault their partners are mentally ill True False	According to both, police-reported and self-reported data, women aged _____ are at a much higher risk of violent victimization A. 15-24 B. 25-34 C. Under 15 D. 35-44
Women remain in abusive relationships because they want to stay True False	Annually, how many children in Canada witness or experience family violence A. 54,000 B. 13,000 C. 543,000 D. 362,000



Scenario One

Rula is an undocumented woman from the Middle East. Her application for refugee status has been refused, as has her husband's. They have remained in Canada and are living in the Greater Toronto Area (GTA).

Rula's husband is working for a subcontractor who pays him in cash. He speaks English and, though they are living "underground", he has made a few friends at work who are also undocumented workers.

Rula's husband insists that he control all their finances and does not allow Rula to find any work outside the home. Rula does not speak English, but her husband will not permit her to go to English as a Second Language (ESL) classes, which are offered at a community agency close to their apartment building, where documentation is not required. He tells her that because she has no status, she can be picked up by the police at any time and deported. When she tells him that he too is in a vulnerable position, legally, he accuses her of trying to undermine his confidence, and shouts at her, saying she does not understand the Canadian legal system as he does and that she is dependent on him for her safety. When she begins to plead with him to allow her to attend ESL classes, telling him that she wants a future in Canada, he threatens to leave her stranded and alone if she does not stop pestering him. He begins screaming at her and grabs a framed photograph of Rula's sisters from the table and smashes it to the floor. Rula is terrified by this and hurt that he would destroy something that means so much to her. She stops talking and does not react to her husband's act, fearful for her physical safety. Her husband calms down and offers to prepare dinner for both of them. Throughout the evening, Rula is on her guard, expecting that at any moment, with no provocation, her husband will become violent again.

Questions for Discussion

1. Are there any signs of violence? If yes, what are they?
2. What are some of the barriers to safety that Rula is facing in Canada?

Source: OCASI, 2006. "Prevention of Domestic Violence against Immigrant and Refugee Women". Toronto, Ontario. Pg. 46-50.
Available at: <http://www.ocasi.org/index.php?qid=946>



Scenario Two

Chen is a recently landed immigrant from Hong Kong. She lives with her husband and his father in downtown Toronto. Chen does not speak English and is dependent on her husband and his father, who have come to Canada with some money to invest in a business they hope start. Both men speak fluent English and spend much of their time outside the home. Sometimes Chen's husband brings her small gifts or offers to order in take-out food for dinner so that she will not have to prepare the meal.

Chen is not permitted to leave the house, to visit with friends, or to go for doctors' appointments without her husband or father-in-law. When she is out with them and with other people, her husband or her father-in-law make fun of her cooking, joke about her appearance and her clothes, and criticize her demeanor. She does not say anything, for fear of making the situation worse for herself, and because she is terrified that she might be beaten when they get home. Chen is a devout Buddhist, but is not permitted to attend the Buddhist Temple in her area. Her husband ridicules her religion and her beliefs. The last time she pleaded with him to allow her to go to the temple, he hit her across the face with the back of his hand. He often berates her, calling her "stupid", "ignorant", and "ugly". Chen does not interact in any meaningful way with anyone other than her husband and her father-in-law.

Questions for Discussion

1. Are there any signs of violence? If yes, what are they?
2. What are some of the barriers to safety that Chen is facing in Canada?

Source: OCASI, 2006. *"Prevention of Domestic Violence against Immigrant and Refugee Women"*. Toronto, Ontario. Pg. 46-50.
Available at: <http://www.ocasi.org/index.php?qid=946>



Scenario Three

Sophia is a 78-year-old landed immigrant who recently came to Canada from Poland under the family reunification program. She lives with her daughter and her son-in-law and their two young children. Her daughter and son-in-law speak Polish and are fluent in English, as are the children. The language spoken in the home is English, and she is only spoken to in Polish if they need something from her. It is difficult for her to get out of the house because neither her daughter nor her son-in-law will take her out unless she has a doctor's appointment. At the doctor's office, they belittle and insult her in front of other patients, the receptionist, and the doctor. She does not know the outcome of these visits because the discussions about her health are in English and when she asks her daughter or her son-in-law to interpret for her, they tell her they will explain it to her at home but they never do.

Sophia's expenses are paid from a trust fund that her son-in-law has set up. The money is from her late husband's estate. She has no control over the fund and is never shown any statements or account records. Her family does not give her any spending money and she is not allowed to make any finance-related choices. Sometimes when her family goes out for the evening, she is locked in her room. She is told it is for her own good. She would like to spend time with her grandchildren but is told she is too old to look after them. Her son-in-law has told her that her grandchildren don't like her and that she embarrasses them. She believes that her doctor gave her son-in-law a prescription for her for a heart condition, but he has not had it filled. Lately, she has been left alone more frequently, often locked in her room. She believes that she is a capable, intelligent woman, but it is becoming extremely difficult for her to cope. She is increasingly depressed and afraid for her safety.

Questions for Discussion

1. Are there any signs of violence? If yes, what are they?
2. What are some of the barriers to safety that Sophia is facing in Canada?

Source: OCASI, 2006. "*Prevention of Domestic Violence against Immigrant and Refugee Women*". Toronto, Ontario. Pg. 46-50.
Available at: <http://www.ocasi.org/index.php?qid=946>



Scenario Four

Neema is an immigrant woman of colour. Her first language is Arabic and she is fluent in English and French. She has worked hard to get her certification as a medical technician, has a job she likes, and her contribution to her family's income is essential. Both her teenage children are in school and hope to go to university.

Neema's husband does seasonal construction work. He insists that he and Neema keep joint chequing and savings accounts, and Neema's monthly pay is deposited directly into the account. He does not allow her signing privileges on cheques, and she can only have access to any money she needs through him.

When he is not working, he likes to spend time with friends, including women friends, and often comes home late at night. He expects that there will be a meal kept warm in the oven for him, whatever time he arrives. The last time he came home late and there was no dinner prepared for him, he rampaged through the house at 2.00 a.m., tearing books from the shelves and breaking dishes. When Neema came down to try to stop him, he attacked her with a knife, forcing her to run out into the street to get away from him. She was finally able to get some help from a neighbour, who offered to call the police. Neema did not want to get the police involved. She had tried before to get help from the police, but they did not take her complaint seriously. On this particular night, concerned about leaving her children alone with her husband, she made her way back into the house and found him passed out on the kitchen floor. The next morning he was contrite and apologized, claiming he did not remember anything about the knife attack. That night, he came home for dinner and helped wash the dishes.

Lately, Neema's husband has been phoning her at work several times a day and her supervisor is concerned about it and has asked her to put a stop to it.

He has also shown up at work a few times in the past couple of weeks, sometimes meeting her at the end of her shift, sometimes watching her from a distance. He has insisted that he choose what clothes she will wear to work, claiming that she dresses in a provocative way and accusing her of having an affair with one of her co-workers. He has started to demand that she account for every hour of her time away from her workplace.

He has threatened to force her to quit her job, insisting that he can support his family without her help and that her place is at home with her children. When she reminds him that her income is essential at this time in their lives, he usually responds with a smack across the face. Last week she had to cover up bruises on the side of her face with makeup before she left for work. She very much wants to keep her job but is beginning to feel that it might be better if she quit. That way she can stay at home, like her husband wants her to do. Maybe then he'll stop his violent outbursts and attacks.



Questions for Discussion

1. Are there any signs of violence? If yes, what are they?
2. What are some of the barriers to safety that Neema is facing in Canada?

Source: OCASI, 2006. *“Prevention of Domestic Violence against Immigrant and Refugee Women”*. Toronto, Ontario. Pg. 46-50.
Available at: <http://www.ocasi.org/index.php?qid=946>



Case Study 1: “Why don’t you just take something?”

For the last couple of months, Zara has contemplated reaching out to a violence prevention counselor. Her partner has been both, physically and verbally abusive. Despite the wishes of her immediate family, who have referenced “family shame” as a reason not to seek support, Zara consults with her colleagues at work and decides that she should connect with a violence prevention counselor. Her colleagues have supported and encouraged her decision making process over the last couple of months. So much so that in the beginning, they all encouraged her to leave but respected her decision to stay and continued to support her along the way.

When she informed her colleagues that she had made the decision to speak to a violence prevention counselor, they supported her decision and provided her with a list of resources / contacts from which to choose. Once she decided on the best option that suited her needs, they supported her when she made the call and accompanied her to her first appointment.

Zara has now seen the violence prevention counselor three times. She had scheduled her fourth appointment but on the day of, phones the counselor and informs her that she will not be able to attend because she has a terrible cold. The telephone conversation follows:

Counselor: “Why don’t you just take something so you can feel better?”

Zara: “It’s Ramadan so I can’t take anything. I’m fasting between sunrise and sunset”.

Counselor: “But you’re sick and I had really important information to give you. I really don’t think anyone would mind if you took a Tylenol!”

Zara: “I’m afraid I can’t.”

Counselor: “Fine, but that’s just silly!”

Questions to Consider:

1. How do you feel about the way the counselor handled the situation?
2. Why do you think the counselor responded in this manner?
3. If you were the counselor in this situation, what would you do?
4. How do you think Zara feels?
5. How might you increase your understanding of this situation?



Case Study 2: “Everything you need to know about...”

A Chinese client has been referred to a violence prevention counselor. The counselor, focusing on effective and sensitive counseling techniques, decided to find out about the Chinese culture. She goes to her computer and types the words “Chinese Culture” into the Google search engine and looks at, what she considers to be, a very helpful website called “Everything you need to know about the Chinese culture”. The counselor then prepares herself for the session based on the information she learned about Chinese people on the internet.

When the time comes, the counselor is surprised to see that the information provided on the internet does not work particularly well when counseling the client. For one, she finds it disrespectful that the client never makes eye contact with her and nods at everything she says. Her first reaction is to question the client. “Do you even understand what I’m saying?” Why aren’t you looking at me?” The client continues to nod and look down.

Questions to Consider:

1. How do you feel about the way the counselor handled the situation?
2. Why do you think the counselor responded in this manner?
3. If you were the counselor in this situation, what would you do?
4. What are the dangers in making generalizations about a culture?
5. How might you find out about other cultures without generalizing?

Case Study 3: “Too Sensitive?”

During a workshop on domestic abuse, a violence prevention counselor initiated an activity in which the participants broke out into groups to work on various case studies. The topics included: “educating Muslim women on barbaric cultural practices”; “effectively dealing with an illiterate newcomer”; and “language difficulties with uneducated immigrant women”.

Several Muslim, newcomer and immigrant women were represented in the workshop and were upset by the stereotypical nature of the case studies used. The counselor had used these case studies in the past without incident and responded to the complaints by saying the participants were being “too sensitive”.

Questions to Consider:

1. How do you feel about the way the counselor handled the situation?
2. Why do you think the counselor responded in this manner?
3. If you were the counselor in this situation, what would you do?
4. How do you think the participants feel?
5. How could the case studies be presented more effectively?



Case Study 4: Sexuality in the Social Service Setting

Zoona, a 21 year old female client at XYZ agency, says: “There is something important I want to talk about.” She has come to speak to a counselor, who has been working in the field for over 20 years, to talk about her sexuality. She thinks she might be a lesbian. She has sought services at this agency for some time and feels she can speak openly with the counselor.

Zoona’s reasoning for thinking she may be a lesbian is based on an encounter she had two weeks ago when she went away for the weekend with her friends. That night, the girl she shared a room with, kissed her. To her surprise and shock, she enjoyed it and found herself attracted to this girl. She is now confused and has told no one else about this.

The counselor tells Zoona that her confusion with sexuality goes against her individual moral/religious beliefs and informs her that she will happily refer Zoona to another counselor that can help her with her “problem”.

Questions to Consider:

1. Why do you think the counselor responded in this manner?
2. How might this situation have been more effectively dealt with?
3. If you were the counselor’s colleague, what feedback would you give her about her handling of this client?
4. How would you provide this feedback in a culturally sensitive manner?



Cultural Awareness, Competency And Domestic Violence Against Immigrant & Refugee Women: Things To Consider

CO-ACTIVE COACHING

- ✓ The client is interacted with as a multi-faceted human being, who is valued and encouraged to focus on development that is meaningful and relevant to them
- ✓ The recognition of clients as “naturally creative, resourceful and whole” contributes to a climate of productivity that is self-reinforcing
- ✓ Empower the client/counselor relationship by balancing a level of support and challenge that expands capabilities, supports achievement & is built on trust

CHALLENGING CIRCUMSTANCES

- ✓ Integration / adaptation to a new life in Canada
- ✓ First time exposure to abuse and a lack of understanding on how to end it
- ✓ Citizenship status
- ✓ Economic status
- ✓ Isolation from support networks
- ✓ Reluctance to report abuse
- ✓ Levels of English language proficiency
- ✓ Unfamiliarity with Canadian legal system
- ✓ Unsubstantiated threats by partner
- ✓ Lack of translation / interpretation services in particular areas

EMPLOYING CULTURALLY SENSITIVE RESPONSES

- ✓ Reflect cultural knowledge/awareness that is non-judgemental
- ✓ Be sensitive to the beliefs and values of the woman
- ✓ Employ cultural and religious sensitivity
- ✓ Be cognizant of your own personal attitudes, beliefs, values and biases
- ✓ Be objective in your attempt to understand cultural factors
- ✓ Respond to the issues of domestic violence in accordance with facts
- ✓ Assess whether short or long-term assistance is required
- ✓ Use appropriate language
- ✓ Build a relationship of trust that is sensitive to the decisions she makes
- ✓ Encourage the woman to define herself and her current situation
- ✓ Negotiate the acceptance of a different set of values
- ✓ Validate her strengths
- ✓ Recognize that the woman is an expert in her own life
- ✓ Recognize that the woman is a multifaceted human being
- ✓ Assess your capabilities to assist her
- ✓ Provide options / resources that are culturally appropriate, feasible & understandable

RESOURCES:

Co-active Coaching: http://www.co-active-coaching.de/uploads/media/Why_Co-Active_Coaching_wp_short_version_02.pdf.

CRIAW - Immigrant & Refugee Women Fact Sheet: <http://www.criaw-icref.ca/sites/criaw/files/Immigrant%20%26%20Refugee%20Women%20Factsheet.pdf>.



HELPLINE SERVICES

SOURCE	LINK
311 Ottawa	http://www.ottawa.ca/
Assaulted Women's Helpline	http://awhl.org/ 1-866-863-0511
Fem'aide Crisis Line	http://femaide.ca/
Male Survivors of Sexual Abuse Provincial Crisis and Support Line	http://www.attorneygeneral.jus.gov.on.ca/english/ovss/male_support_services/default.asp 1-866-887-0015
Mental Health Helpline	http://www.mentalhealthhelpline.ca/ 1-866-531-2600
Distress Centre of Ottawa	613-238-3311

SHELTER / HOUSING SERVICES

SOURCE	LINK
Canadian Network of Women's Shelters & Transition Houses	http://endvaw.ca/
St. Joe's Womens Centre	http://stjoeswomenscentre.org/
Youth Services Bureau	http://www.ysb.on.ca/
Ontario Association of Interval and Transition Houses (OAITH)	http://www.oaith.ca/
Minwaashin Lodge	613-789-1141
Shelters for Abused Women Ottawa	http://www.ementalhealth.ca/Ottawa-Carleton/Womens-Shelters/index.php?m=heading&ID=83
Chrysalis House	Shelter for Abused Women and their Children 613-591-5901
St. Mary's Home	http://www.stmaryshome.com/
Housing Help	613-563-4532



RESEARCH / EDUCATION RESOURCES

SOURCE	LINK
Canadian Association of Sexual Assault Centres (CASAC)	http://www.casac.ca/
Canadian Research Institute for the Advancement of Women (CRIAW)	http://www.criaw-icref.ca/
Centre for Research & Education on Violence against Women & Children (CREVAWC)	http://www.learningtoendabuse.ca/
Disabled Women's Network Ontario (DAWN)	http://dawn.thot.net/
Education Wife Assault	http://www.womanabuseprevention.com
Ethno-Racial People with Disabilities Coalition of Ontario	http://www.ryerson.ca/erdco
Immigrants & Refugees Need to Know about Domestic Abuse	http://www.settlement.org/sys/faqs_detail.asp?faq_id=4001342
Make it Our Business	http://www.makeitourbusiness.com/
Metropolis	http://canada.metropolis.net/index_e.html
Miss G Project	http://themissgproject.wix.com/index_new#%21
National Resource Centre on Violence against Women	http://vawnet.org
Neighbours, Friends & Families	http://www.neighboursfriendsandfamilies.ca/index.php
Ontario Coalition of Agencies Serving Immigrants	http://www.ocasi.org/
Peel Committee Against Women Abuse	http://www.pcawa.org/
Queer Library Resource Centre	http://www.outontheshelf.ca/
The Metropolitan Action Committee on Violence against Women and Children (METRAC)	http://www.metrac.org/
Women's Web	http://www.womensweb.ca/



HEALTH SERVICES

SOURCE	LINK
Canadian Women's Health Network	http://www.cwhn.ca/en
Centre for Addiction & Mental Health (CAMH)	http://www.camh.ca/en/hospital/Pages/home.aspx
Ontario Women's Health Network (OWHN)	http://www.owhn.on.ca/
World Health Organization (WHO)	http://www.who.int/en/
Ontario Coalition of Rape Crisis Centres (OCRCC)	http://www.sexualassaultsupport.ca/
Ontario Network of Sexual Assault / Domestic Violence Treatment Centres	http://www.sadvtreatmentcentres.ca/

LEGAL SERVICES

SOURCE	LINK
Community Legal Education Ontario (CLEO)	http://www.cleo.on.ca/en
Criminal Injuries Compensation Board	http://www.cicb.gov.on.ca/en/index.htm
Family Law Education for Women	http://onefamilylaw.ca/
Ontario Women's Justice Network (OWJN)	http://www.owjn.org/
Restraining Orders	http://www.attorneygeneral.jus.gov.on.ca/english/family/guides/restraining_order/
The Canadian Council for Refugees	http://ccrweb.ca/
The Schlifer Clinic	http://schliferclinic.com/

GOVERNMENT RESOURCES

SOURCE	LINK
Citizenship & immigration Canada	http://www.cic.gc.ca/english/
Canadian Women's Foundation	http://www.canadianwomen.org/
Ministry of the Attorney General	http://www.attorneygeneral.jus.gov.on.ca/english/programs.asp#crisisAssistance
Ontario Women's Directorate	http://www.citizenship.gov.on.ca/owd/english/
The Status of Women Canada	http://women.gc.ca



The Dynamics & Risk Factors Of Violence Against Women: Things To Consider

OUR ROLE

- ✓ We are not experts
- ✓ Client-centered approach
- ✓ Meet clients where they are
- ✓ Draw on your own areas of knowledge and experience to assist clients
- ✓ Work within the limits of your competence
- ✓ Provide resources and supports as needed
- ✓ Refer to appropriate agencies as required
- ✓ Acknowledge and celebrate strengths
- ✓ Validate experiences

THINGS TO CONSIDER

- ✓ Intimate partner violence is hard to talk about
- ✓ Children are deeply impacted by witnessing violence
- ✓ There are many cultural stigmas that may prevent people from disclosing violence
- ✓ Every experience is a unique and valid experience
- ✓ Every experience requires a unique approach
- ✓ Take your time. Listen then be heard

SELF-AWARENESS & SUPPORT

- ✓ Be conscious of your biases
- ✓ Employ culturally sensitive language
- ✓ Avoid -isms
- ✓ Acknowledge the complexity of women and children as individuals
- ✓ Respect the feelings, beliefs and thoughts of children
- ✓ Work on developing professional and respectful relationships with women and children
- ✓ Respect the process that women and children go through

SELF-CARE

- ✓ Working with women and children who have experience violence can be emotionally/psychologically challenging
- ✓ Engage in activities that help you regain balance and perspective
- ✓ Know your abilities and your limits. Respect your own boundaries
- ✓ Take time for yourself
- ✓ Breathe

RESOURCES:

CRIAW - Immigrant & Refugee Women Fact Sheet: <http://www.criaw-icref.ca/sites/criaw/files/Immigrant%20%26%20Refugee%20Women%20Factsheet.pdf>.



NEIGHBOURS, FRIENDS & FAMILIES (NFF) CAMPAIGN

IMMIGRANT WOMEN SERVICES OTTAWA

Opening Doors for Abused Women

Cultural Awareness, Competency & Domestic Violence against
Immigrant & Refugee Women

Date / Time: March 9th, 2015; 10:00-1:00PM

Facilitator: Nora Al Alewi ; Special Projects Coordinator



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Logistics

INTRODUCTIONS

TWIN-POCKET PORTFOLIO: MATERIALS

- ▶ NFF brochures
- ▶ Employing Culturally Sensitive Responses: Checklist
- ▶ Violence against Women: List of Resources
- ▶ Violence against Women: FREE Online Training(s)

OWD-NFF EVALUATIONS: PRE / POST



Ground Rules



Challenge yourself regarding your beliefs and assumptions

Respect and open yourself up to new ideas and perspectives

Speak for yourself out of your own personal experiences (avoid generalizations)

Explore and open yourself up to discussing issues beyond your personal level of comfort

Honor candidity by maintaining confidentiality

There are no right / wrong questions and/or answers. Let's engage in conversation!

One person speaks at a time

Limitations

1. WE ARE **NOT** EXPERTS
2. WE ARE ALL A WORK-IN-PROGRESS
3. WE ARE EXPLORING SPECIFIC VAW UNDERSTANDINGS



Agenda

1. Exercise: Icebreaker
2. What is the NFF Campaign?
3. Social Context of Women Abuse
4. Attitudes and Behaviours Leading to Woman Abuse
5. Diversity: Bias, Stereotypes, Prejudices and Discrimination
6. Exercise: Stereotypes
7. How do we manage personal biases?
8. Guidelines for Developing Anti-Bias Skills and Diversity Competencies
9. Break!
10. Exercise: Scenario
11. Challenges for Newcomer & Refugee Women
12. Culture and Cultural Competencies
13. Ensuring Effective, Culturally Sensitive Responses:
14. Exercise: Checklist
15. Question & Answer Period

AGENDA



Ice Breaker

- ▶ Introduce yourself to us!
- ▶ If you were a colour, what colour would you be and why?



What is the NFF Campaign?

NFF CAMPAIGN

Public education campaign intended to help raise awareness about the signs of woman abuse so that those close to an at-risk woman, or an abusive man, can help



IWSO INVOLVEMENT

Execution of a coordinated/ collaborative approach to prevent VAW & improve supports for survivors

Provincial campaign: develop and deliver training, implement public education campaigns and enhance service delivery, resources and supports



MANDATE

Provide communities with tools and strategies to prevent woman abuse through:

Recognizing the warning signs of woman abuse and knowing what to do

Supporting / encouraging community members affected by woman abuse to start talking about the problem - **public and NOT, private matter**

Referrals to appropriate resources in the community

NFF Campaign Materials

MESSAGES

Campaign Key Messages

- 1 Neighbours, Friends and Families have a crucial role to play in preventing woman abuse
- 2 You can learn about the warning signs of woman abuse and you can learn how to help
- 3 NFF provides the tools to help, read the brochures and safety cards
- 4 Talking to abusive men is critical to ending woman abuse
- 5 Abusive behaviour won't go away on its own. There are services to help who abuse

RESOURCES

- ▶ Brochures
- ▶ Community Action Kit
- ▶ Website:
www.nff.ca
- ▶ www.nff.ca
- ▶ www.nff.ca
- ▶ www.nff.ca

Introduction

- ▶ Issues of inequality, social status and privilege may emerge when talking with communities about woman abuse. Woman abuse exists as a result of complex, multifaceted factors which include: gender role and socialization stereotypes; violence in the media; attitudes and behaviours leading to biases and prejudices for women. (NFF, 2010)
- ▶ It is important to increase awareness of the diversity of women from all ethnic groups, who are differently-abled, and who engage in non-stereotypic gender activities. Communities should reflect positive social values and attitudes, creating an environment that is rich in possibilities for exploring gender, ethnicity, and different-abledness sets (OCASI, 2006).
- ▶ Our responsibility is to: improve communication and critical thinking skills; build conflict resolution skills and increase cross-cultural understandings; and take leadership roles in promoting justice and equity.

Social Context of Woman Abuse

Gender Role Stereotypes

- Limit our choices
- Power & Control
- Lack of opportunities

Socialization of Boys and Girls

- Internalization
- Inequality
- Value and Desirability

Violence in the Media

- Normalizes violence
- Supports stereotypes
- Acceptable harmful behaviour

Attitudes and Behaviours Leading to Woman Abuse

- ▶ Societal attitudes and behaviours that privilege being male over being female continue to maintain and (re)produce themselves over time
- ▶ Values that place more importance on men than women result in societal attitudes that condone woman abuse. These attitudes make it more acceptable to disrespect or harm women because they are viewed as less important and powerful than men.
- ▶ **Examples:** male sports are better supported and better funded than female sports; the selection of male fetuses over female fetuses still exists as a practice; women's leadership roles are restricted in some faith organizations; family property is sometimes unequally allocated in estate division

Diversity:

- ▶ “Diversity is the term used to describe the relative uniqueness of each individual in the population.” (Texas Commission, Cultural Diversity Curriculum, 2008).
- ▶ Diversity is more than just tolerating differences; it is respecting, appreciating and understanding the condition of having unique characteristics.
- ▶ Diversity refers to the presence of a wide range of human qualities and attributes within a group or an organization.
- ▶ It is about understanding each other and moving beyond simple tolerance, to embracing and celebrating the rich dimensions of diversity contained within each individual.

BIAS, STEREOTYPES, PREJUDICES AND DISCRIMINATION

- ▶ **Bias:** an inclination to present or hold a partial perspective at the expense of alternatives (Wikipedia, 2011). It is a state of mind when you have already decided on the issue without even knowing the full facts. Bias can come in many forms: stereotypes; prejudice; and discrimination are some of them.
- ▶ **Stereotypes:** a popular belief about specific social groups or types of individuals (Wikipedia, 2011). Some of the misinformation given to us can constitute a stereotype. Because each of us is different, we see and interpret behaviour through our cultural filters (The Pennsylvania State University, 2001). These filters do not give us misinformation on purpose but rather as a result of misinformation passed down to us.
- ▶ **Prejudices:** negative attitudes held by members of one group (the in-group) toward members of another group (the out-group) (Wikipedia, 2011).
- ▶ **Discrimination:** behavior that achieves distance from the target person or group (Wikipedia, 2011).

Exercise

- ▶ Using the chart provided: Come up with a list of 3 groups that we have stereotypes about.
- ▶ Within your groups, complete the chart using each of the groups you have chosen. I encourage you to be honest, even though it is difficult.
- ▶ Discuss (and list) the source of that stereotype, how it's reinforced, and the effect it has.
- ▶ Choose a stereotype group you would like to share with the rest of the larger group. Answer these questions: What was the most surprising or important thing you learned from the activity? What will you start doing to develop your diversity competences? How might these stereotypes impact service provision?



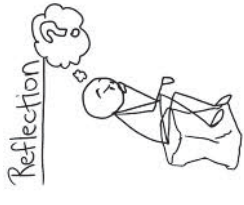
REFLECTION

What was the purpose of this exercise?

- Awareness of unconscious cultural stereotypes
- Awareness of the potential impact of unconscious stereotypes on service delivery

Conscious / unconscious stereotypes, biases and assumptions made by service providers contributes to:

1. Further victimization
2. Providing services that are not culturally appropriate
3. Encouraging discrimination and exclusion
4. Break down in trusting relationships that are built on respect, diversity and equality
5. Lack of understanding of the challenges/opportunities affecting particular communities
6. Limiting your access to culturally diverse businesses, religious groups and organizations



How do we manage personal biases?

- Recognize** Honestly examine your own beliefs and how they affect your thinking
- Reframe** Find contrary evidence to challenge your biases. Know the people who are the subject of your stereotypes.
- Adjust** Set reasonable standards for yourself and others. Remember, what you might consider not offensive to you is, in fact, insulting to others. Understand ways in which your beliefs create your reality regarding other persons.
- Look** Learn to look at the Big Picture. Ask yourself how important it will be in the long run. Keep challenging your thinking and introducing new information.
- Focus on the Positive** Take a moment to reflect on all the things you appreciate. Be positively engaged: Instead of planning for and dealing with biases, look at opportunities, successes, and strengths.



GUIDELINES FOR DEVELOPING ANTI-BIAS SKILLS AND DIVERSITY COMPETENCIES

Awareness:

- ▶ Recognizing differences as diversity instead of classifying them as strange or inappropriate
- ▶ Respect the benefits these differences bring to our quality of life
- ▶ Accept that some cultures find different values more important
- ▶ Recognize your own ethnocentricity to include the ways in which you stereotype, judge, and control the behavior of others, and the emotional reactions to conflicting cultural values
- ▶ Recognize similarities to include: Desire for safety, good health, education and well-being of our children, Love and belongingness, Self-esteem (feeling of worthiness), Ability to pursue and achieve our potential.

Knowledge:

- ▶ Learn factual information about other cultures and groups
- ▶ Identify differences in communication styles
- ▶ Attend a cultural event, celebration, or holiday program of a different culture that you have never experienced before.
- ▶ Explore the similarities and differences of this event/celebration to those of your cultural group. Find out the meanings behind the differences.
- ▶ Learn a new language
- ▶ Explore your family history and background

GUIDELINES FOR DEVELOPING ANTI-BIAS SKILLS AND DIVERSITY COMPETENCIES

Skills:

- ▶ Take personal responsibility for the way you respond to difference
- ▶ Make continued and sincere attempts to understand the world from others' points of view
- ▶ Develop skills in cross-cultural communication
- ▶ Develop problem-solving skills
- ▶ Develop skills in conflict management
- ▶ Look for ways to work effectively with diverse groups of people

Action/Behaviour:

- ▶ Teach others about cultural differences
- ▶ Show more patience when working and interacting with people who have different learning styles than you
- ▶ Develop a personal plan for continued learning toward diversity competency



DIVERSITY

BREAK!

So why should we consider CULTURE?

- ▶ Shapes experiences of violence
- ▶ Shapes the survivors response to intervention / support
- ▶ Shapes the perpetrators response to intervention / responsibility
- ▶ Shapes access to & utilization of services



What is CULTURAL COMPETENCY?

“Cultural or ethnic competence refers to the development of skills that help people behave in a culturally appropriate way with a given group, demonstrating both sensitivity to cultural differences and the use of appropriate cultural symbols when interacting and communicating with members of diverse populations. It involves the acceptance of ethnic differences in an open, genuine manner, without condescension and without patronizing gestures”. (Sujata, 2000)





“

Effective cultural competency requires an awareness of how conscious and unconscious racial and/or ethnic stereotypes, biases and assumptions impact service delivery.

”

(Degannes, C.)

Exercise



Please read the scenario provided and in your group, discuss:

1. Are there any signs of violence? If yes, what are they?
2. What are some of the barriers to safety the woman is facing in Canada?

Challenges for Newcomer & Refugee Women

INTEGRATION / ADAPTATION TO A NEW LIFE IN CANADA

- ▶ Some women come from societies that maintain men in a position of authority (physically dominate partner with no repercussion)
- ▶ **THIS IS NOT THE CASE IN CANADA.** We do not condone VAW and hold perpetrators accountable
- ▶ When **POWER** and **CONTROL** are jeopardized, these men may resort to violence

FIRST TIME EXPOSURE TO ABUSE AND A LACK OF UNDERSTANDING REGARDING HOW TO END IT

- ▶ Some women come from close-knit communities that regulate limits to male authority
- ▶ Economic and social pressures lead to 1st-time experience of abuse
- ▶ Unfamiliarity with how to confront the abuse

Challenges for Newcomer & Refugee Women

CITIZENSHIP STATUS

- ▶ Many women enter as **SPONSORED** or **DEPENDANTS**
- ▶ Status affects access to legal protections – Influences risk for domestic violence
- ▶ Perpetrator exercises **POWER & CONTROL** by using status to threaten with deportation
- ▶ Many of these women are unaware of (1) how the legal system works; (2) the legal protections available to them; and (3) the importance of gathering evidence of abuse
- ▶ May choose not to report it out of fear that their partner, they or, their children may be deported

ECONOMIC DEPENDENCE ON SPOUSE

- ▶ Includes denying / restricting her access to family finances, often including her own paycheque; not supporting / respecting her job; harassing her about her job (lack thereof); forbidding her from attending employment workshops/training intended to develop her knowledge and skill sets
- ▶ Similarly, if the woman is working **WITHOUT** a permit, her partner may threaten to report her to the authorities – prevent economic independence & maintain ongoing fear

Challenges for Newcomer & Refugee Women

ISOLATION FROM SUPPORT NETWORKS

- ▶ Moving to Canada encourages isolation from family and community social networks
- ▶ Difficulty establishing social networks in Canada – restricted to the home / gaining employment
- ▶ **WITHOUT** a social network, perpetrator will **NOI** be challenged **OR**, held accountable
- ▶ Consequently, some established social networks may condone / contribute to domestic violence – “private” matter; abandon/disown; stigmatize victim for bringing shame to the family

RELUCTANCE TO REPORT ABUSE BECAUSE OF RECEPTION FROM ETHNO-RACIAL COMMUNITY

- ▶ When religious and social beliefs frown upon family breakups, an immigrant woman is again, further victimized - shunned / blamed for abusive behaviour

Challenges for Newcomer & Refugee Women

LANGUAGE PROFICIENCY (LACK THEREOF)

- ▶ Those who enter as SPONSORED or DEPENDANTS (majority are adult women), arrive with limited fluency in English
- ▶ Lack of English / French proficiency encourages vulnerability – perpetrators forbid partners from taking English classes in efforts to **ISOLATE** and **REDUCE** access to employment

UNFAMILIARITY WITH CANADIAN LEGAL SYSTEM

- ▶ MOST of these women are unfamiliar with Canada's legal system
- ▶ They may have a general distrust of the police and court system – believe neither can protect them

Challenges for Newcomer & Refugee Women

UNSUBSTANTIATED THREATS BY THE ABUSER

- ▶ Perpetrator may misinform partner about her rights and status
- ▶ **INTIMIDATION** and **THREATS** encourage fears of deportation, losing children to CAS

LACK OF TRANSLATION / INTERPRETATION SERVICES IN PARTICULAR AREAS

- ▶ She may seek assistance from a VP counselor – lack of translation/interpretation services results in failure to receive support
- ▶ She may resort to her language-specific contacts BUT will often NOT disclose the abuse – fear that partner will find out
- ▶ The victim / survivor AND service provider may not be aware of interpretation / translation services – risk in appropriate referrals

ADDITIONAL BARRIERS



MAINTAINING AN ETHNOCENTRIC VIEW

MAINTAINING OPPRESSIVE VIEWPOINTS

I.E. RACISM, SEXISM, ABLEISM, AGEISM

INSENSITIVITY TO ISSUES IMPACTING MULTICULTURAL ABUSED WOMEN

I.E. FGM, WAR CRIMES, ARRANGED MARRIAGES, ETC.

PROVIDING SERVICES BY DICTATES OF PERSONAL VIEWPOINT

ACTING LIKE AN AUTHORITY FIGURE WHO MAKES ALL THE DECISIONS FOR HER

GENERALIZING HER NEEDS AND THE COMMUNITY SHE IDENTIFIES WITH

EMPLOYING SAFETY PLANNING MEASURES THAT DO NOT ADAPT TO HER CULTURE

I.E. SHELTERS

EXPRESSING FRUSTRATION BECAUSE SHE MAY BE RELUCTANT TO LEAVE HER ABUSIVE RELATIONSHIP

REFERRING HER TO AN AGENCY WITHIN HER COMMUNITY WHEN SHE MAY NOT WANT HER ISSUES TO BE KNOWN BY HER COMMUNITY

IMPOSING YOUR VALUES AND BELIEFS ON HER BECAUSE YOU DEEM HER CULTURE INFERIOR TO YOURS

So what can I do to ensure an effective,
culturally sensitive response when providing
services for newcomer women?



Ensuring Effective, Culturally Sensitive Responses:

- ✓ Learn and recognize the experiences of women from different countries (i.e. political/social realities).
- ✓ Be sensitive to her religion, faith, customs, values, beliefs, etc.
- ✓ Be objective when attempting to understand cultural/community factors that may impact her choices.
- ✓ Respond to the issues of domestic violence in accordance to facts, rather than a personal belief system that may reflect stereotypes.
- ✓ Offer non-judgemental services that encourage self-empowerment.
- ✓ Use appropriate language (i.e. “undocumented” vs. “illegal”) in order to minimize fear, discomfort and the possibility of further victimization.
- ✓ Allow her opportunities to speak and listening without the presumption that she cannot understand English as a non-native speaker.

Ensuring Effective, Culturally Sensitive Responses:

- ✓ Maintain ongoing dialogue with her as well as her family, community, etc.
- ✓ Build a relationship of trust that is sensitive to her decision-making (i.e. her decision to stay in an abusive situation)
- ✓ Gather information from her and ask sensitive questions (i.e. What is it like to talk about this problem in your community?)
- ✓ Do not accept culture as an explanation for domestic violence (i.e. "This is how women are treated in my culture") because in this case "culture" being described is rooted in patriarchy, sexism and violence against women.
- ✓ Validate her strengths (i.e. "It took a lot of courage for you to share your experiences and I thank you for that. We have support networks in place to help assist you".)
- ✓ Negotiate the acceptance of a different set of values. This takes time and patience.

Assessing Personal Cultural Awareness & Competencies in Service Provision

1. How do my belief systems, behaviours & attitudes impact the service I provide?
2. Does a client's ethno-racial background dictate my service provision therein?
3. Do I believe the woman is an expert in her own life?
4. Do I recognize what the woman is going through?
5. How frightened is she of her partner?
6. Do I have the culturally sensitive skill sets required to assist her?
7. Is there someone else within the organization that may be better suited to assess whether this woman is a victim of abuse?
8. Do I know what steps to take?
9. Do I recognize the woman as a multifaceted person who may be experiencing simultaneous barriers worsening her situation?
10. Am I familiar with the resources available to help assist her? Does my organization have a violence prevention program?

ASK!



Exercise



As a group, let's suggest a checklist that could be used when working with abused immigrant and refugee women

EXAMPLE

What is her immigration status? Would she be in jeopardy of losing it?



CHECKLIST

- ▶ Provide an opportunity for the woman to **define herself** and current situation. In a non-judgemental way, establish how her social, cultural and religious background might be impacting her situation.
- ▶ When speaking with her, do you understand what she is saying or, is it getting lost in translation?
Does she need translation / interpretation services?
- ▶ Seek to understand what it is that she needs and ask if the options provided are feasible
- ▶ Is short or long-term assistance required?
- ▶ **Is she requesting general information?** (I.E. legal; resources available; language specific support groups; Children's Aid Society; signs/risk factors associated with violence against women; housing; shelter; financial assistance, etc).
- ▶ **Inform the woman of existing options** that can help assist her. This includes providing explanations because in most cultures, communication is done in an oral rather than written format. If providing a pamphlet / document, for example, it is prudent to first explain what is important in the pamphlet / document.



Question & Answer Period

NOTE: If the facilitators do not have an answer to your question,

1. We will be sure to get back to you with the requested information
2. We encourage our participants to continue to challenge themselves and to (un)learn, and learn, learn, learn!



THANK YOU

NEIGHBOURS, FRIENDS & FAMILIES (NFF) CAMPAIGN

IMMIGRANT WOMEN SERVICES OTTAWA

Opening Doors for Abused Women

The Dynamics and Risk Factors of Violence Against Women

Date / Time: March 10th, 2015; 10:00-1:00PM

Facilitator: Nora Al Alewi: Special Projects Coordinator

Nasim Mahin: Childrens' Counsellor



Ground Rules



Challenge Yourself Regarding Your Beliefs And Assumptions

Respect And Open Yourself Up To New Ideas And Perspectives

Speak For Yourself Out Of Your Own Personal Experiences (Avoid Generalizations)

Explore And Open Yourself Up To Discussing Issues Beyond Your Personal Level Of Comfort

Honor Candidacy By Maintaining Confidentiality

There Are No Right / Wrong Questions And/Or Answers. Let's Engage In Conversation!

One Person Speaks At A Time

Limitations

1. We Are **NOT** Experts
2. We Are All a ***Work-in-progress***
3. We Are Exploring ***Specific*** VAW Understandings

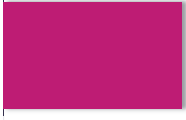


Agenda

1. Exercise: Brainstorming
2. Context and Definitions of Abuse and Violence
3. Types of Abuse and its Negative Effects
4. Exercise: True or False
5. Dynamics of an Abusive Relationship
6. Exercise: Power and Control
7. Impacts of Abuse on Women and Children
8. Exercise: Case Studies
9. Risk Factors of Abuse on Women and Children
10. Question & Answer Period

AGENDA





Brainstorm!

EXERCISE



Context and Definitions of Abuse and Violence

Definition of Domestic Violence

The following is one among many definitions of domestic violence:

“Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life” (United Nations, 1993).

Definition of Woman Abuse

The Neighbours, Friends and Families campaign recognizes the importance of ensuring women’s voices and experiences are present and heard. When first coming together to talk about issues of woman abuse, it may be helpful to present a definition or starting point to begin talking about what woman abuse is. As we begin to talk about this definition and how it relates to the experiences of your community, we may adjust or expand on this definition:

“Woman abuse refers to violence by a woman’s current or former spouse, intimate or dating partner” (NFF, 2010)



Context and Definitions of Abuse and Violence

Why do we use the term “woman abuse”?

Why use the term “woman abuse” rather than “domestic violence”, “family violence”, “intimate partner violence” or, the many other terms that are often used interchangeably to describe the abusive situations that women experience?

Context and Definitions of Abuse and Violence

Characteristics of Woman Abuse

- ▶ Woman abuse is not a new social problem and it occurs in all socio-economic groups. Women of different races, poor and older women, disabled and deaf women, lesbians, immigrant and refugee women, and geographically isolated women can be impacted differently and experience more barriers to seeking and receiving supportive services (cite).
- ▶ Centrality of power and control: These crimes are often committed in a context where there is a pattern of assault and controlling behaviour. This violence may include physical assault, emotional, psychological and sexual abuse. It can include threats to harm children, other family members, pets and property. Violence is used to intimidate, humiliate or frighten victims, or to make them powerless (OCASI, 2006).
- ▶ Although both women and men can be victims of domestic violence, the overwhelming majority of this violence involves men abusing women (OCASI, 2006).
- ▶ Inevitability of emotional or physical scars: Woman abuse hurts, damages, humiliates, isolates, intimidates, traps and sometimes kills (OCASI, 2006).



TYPES OF ABUSE AND IT'S NEGATIVE EFFECTS

What does woman abuse look like?

Woman abuse can affect the physical, emotional, spiritual, sexual, and financial well-being of women. The impacts of abuse will be different for every woman. You may not see any signs of abuse (i.e. physical injuries or marks), but that doesn't mean the warning signs aren't present (NFF, 2010).

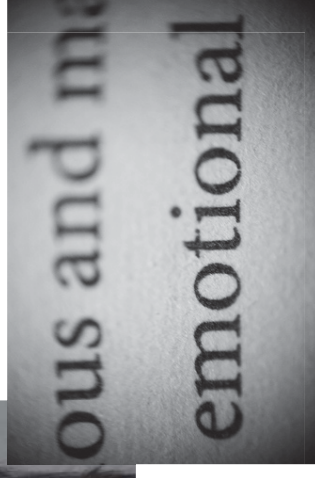
TYPES OF ABUSE AND IT'S NEGATIVE EFFECTS

Physical abuse:

Physical abuse is the most commonly understood form of violence. It includes hitting, choking, pushing, punching, slapping, kicking, hair pulling, stabbing, or mutilation. All forms of physical violence are crimes under the Criminal Code of Canada.

Emotional or Psychological Abuse

Emotional abuse (also referred to as psychological or verbal abuse) includes insults, humiliation, yelling, put-downs, threats, harming pets or damaging property.



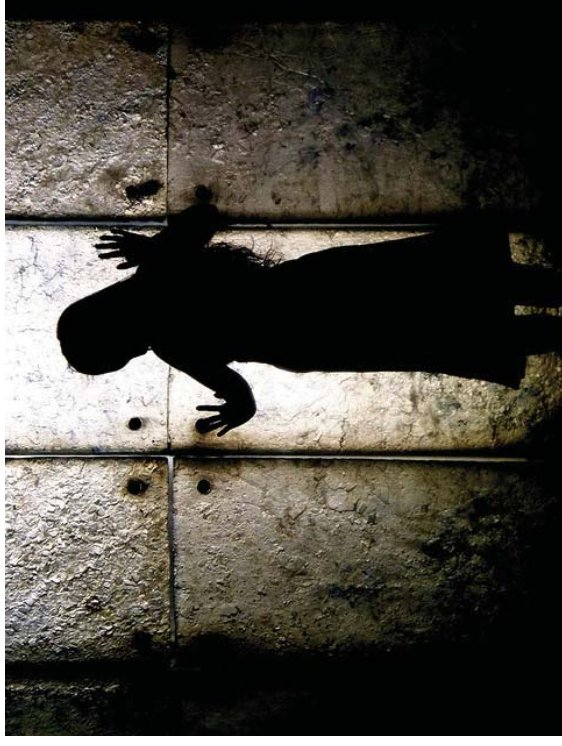
TYPES OF ABUSE AND IT'S NEGATIVE EFFECTS

Spiritual Abuse

Spiritual violence prevents a woman from expressing spiritual or religious beliefs, preventing her from attending a place of worship, and putting her down or making fun of her religious beliefs, traditions or cultures.

Sexual Abuse

Sexual abuse includes sexual exploitation, unwanted sexual touching, rape, and other sexual activities considered by the victim to be degrading, humiliating, painful, and committed without consent or the ability to consent, against a person's will, obtained by force, or threat of force or intimidation.



TYPES OF ABUSE AND IT'S NEGATIVE EFFECTS

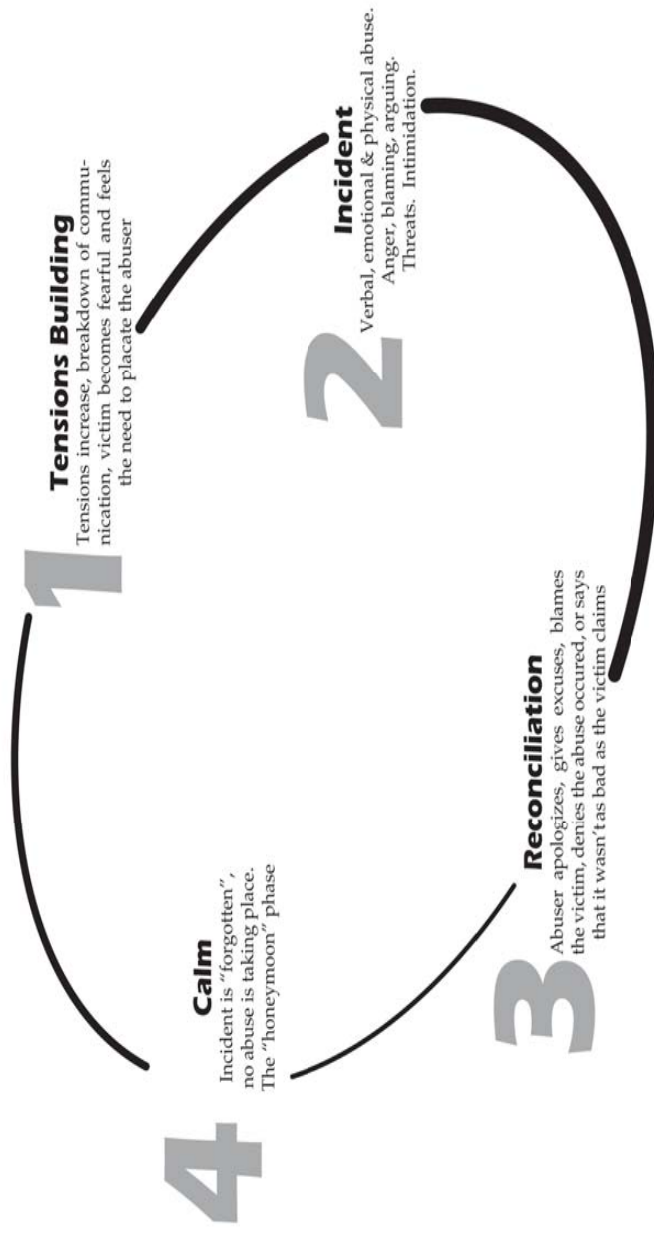


EXERCISE

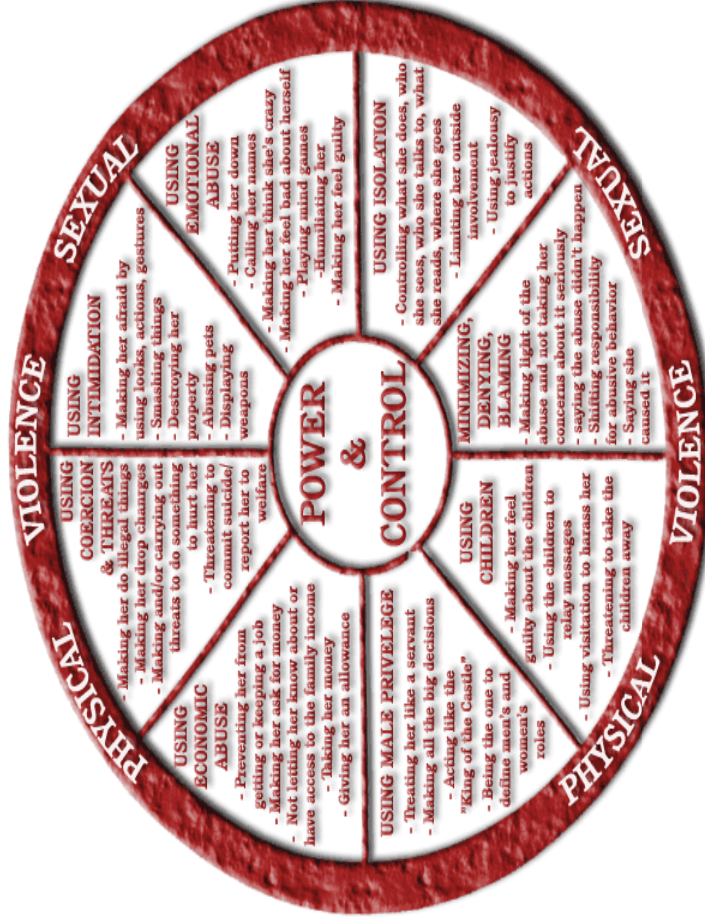
True or False



Cycle of Abuse



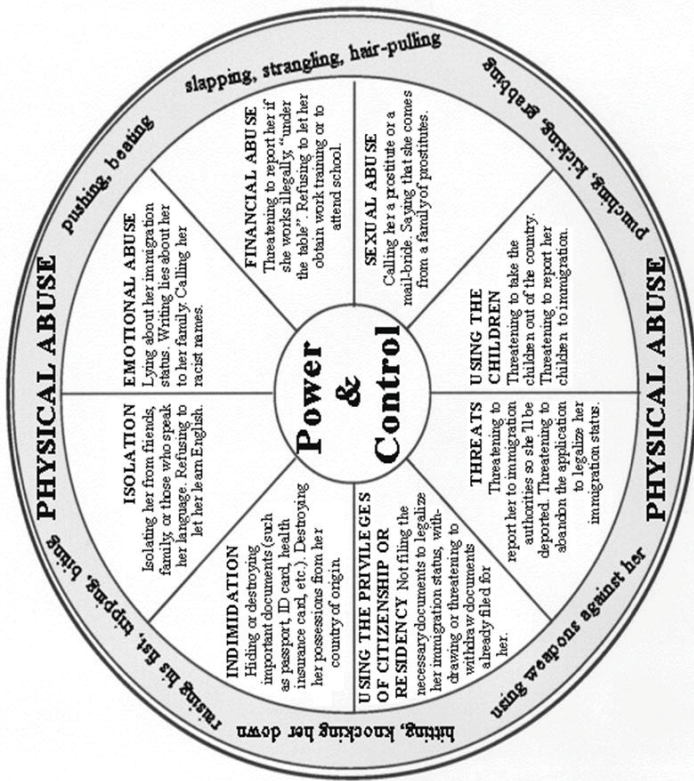
Power and Control



EXERCISE

*Power and Control
Wheel Specific to
Immigrant Women*

Power and Control Wheel Specific to Immigrant Women



How Does Violence against Women Affect Children?

- ▶ Increased risk for emotional, behavioural, and physical problems
- ▶ Potential increase in violent behaviour
- ▶ Increased risk of experiencing emotional and physical abuse later in life
- ▶ Difficulties with interpersonal relationships at school
- ▶ Trauma and traumatic stress
- ▶ Desensitization
- ▶ Repeating cycle of violence

Emotional Problems

- ▲ Anger
- ▲ Confusion
- ▲ Depression
- ▲ Crying
- ▲ Suicidal Ideation
- ▲ Nightmares
- ▲ Anxiety
- ▲ Sadness
- ▲ Fears and phobias
- ▲ Attachment issues
- ▲ Feelings of worthlessness and shame
- ▲ Distrust of adult figures or lack of boundaries

Behavioural Problems

- ▶ Withdrawal and isolation
- ▶ Aggression
- ▶ Socially maladaptive behaviours at home and/or school
- ▶ Self-harm
- ▶ Suicide attempts
- ▶ Potential regression (baby-talk, reverting to using bottles or soothers)
- ▶ Academic underachievement
- ▶ Attention seeking behaviours
- ▶ Boundary violations

Physical Problems

- ▶ Complaints of headaches or stomach-aches
- ▶ Nausea and vomiting
- ▶ Eating disorders and disordered eating
- ▶ Bed-wetting
- ▶ Insomnia

Potential Increase in Violent Behaviour

- ▶ Mimicking attitudes/behaviours they see
- ▶ Acting out what they have witnessed/experienced with others
- ▶ Play re-enactment
- ▶ Engaging in property damage
- ▶ Verbal and physical threats to others

Increased Risk of Emotional and Physical Abuse in Later Years

- ▶ Repeating familiar patterns
- ▶ Becoming violent in relationships/parenting issues
- ▶ Being passive in relationships
- ▶ Negative self-concepts and feeling unworthy of secure and loving relationships

Difficulties with Interpersonal Relationships at School

- ▶ Struggling to build and sustain friendships
- ▶ Experiencing bullying or engaging in bullying
- ▶ Aggressive outbursts
- ▶ Isolation and lack of engagement



Trauma

- ▶ Trauma is defined by the American Psychological Association (APA) as the emotional response someone has to an extremely negative event. While trauma is a normal reaction to a horrible event, the effects can be so severe that they interfere with an individual's ability to live a normal life.

Traumatic Stress and Symptoms

- ▶ Flashbacks
- ▶ Nightmares
- ▶ Hyper-vigilance and constant worry about potential dangers
- ▶ Eating/sleeping disturbances
- ▶ Struggling to cope
- ▶ Anxiety
- ▶ Depression
- ▶ Suicidal ideation
- ▶ Irritability and mood swings
- ▶ Altered behaviour

Desensitization

- ▶ Repeated exposure to violence “normalizes” violence and aggression
- ▶ It may also minimize the reactions of children and adolescents to violence
- ▶ Can we think of any examples ?

Repeating Cycle of Violence

- ▶ Using violence and threats to get what they want
- ▶ Learn that there are no consequences to abusive behaviour
- ▶ Learn sexism and believe that men are always in charge
- ▶ Believe that women do not deserve respect

Some Statistics

- ▲ Approximately 70% of children who witnessed intimate partner abuse saw or heard assaults against their mothers
- ▲ Of women who used a shelter in a time of crisis: 39% wanted to protect her children against psychological abuse; 18 % from physical abuse, and 5 % from sexual abuse.

EXERCISE

Brainstorm

- 1. Are there any signs of violence? If yes, what are they?*
- 2. What are some of the barriers to safety the woman is facing in Canada?*

Risk Factors for Women

- ▶ **Age** - rates of violence against women and homicide are highest among women under age 25
- ▶ **Relationship Type** - rates are higher for common-law partners as opposed to married couples (age may be contributing to this as common law couples are often younger than married couples)
- ▶ **Emotional and Psychological Abuse** – Women who experience these types of abuse are at increased risk of experiencing physical abuse.

Risk Factors for Women

- ▶ **Behavioural Risk Factors**
 - Harming her or threatening to harm someone she knows
 - Putting her down
 - Demanding that they know who she is with and where she is at all times
 - Limiting her contact with family and friends
 - Being jealous
 - Restricting her knowledge regarding family income

Risk Factors for Women

- ▶ **Socio-economic Status**
 - It is not clear how this factor is linked to violence against women.
 - One possible link: financial difficulties may add pressure to families, and violence might be one possible reaction.
 - Violence can also lead to separation, which means lower income for involved parties.

Risk Factors for Women

- ▶ **Alcohol Abuse**
 - Women whose partners drank heavily reported more violence than women whose partners drank moderately.
 - Not necessarily a causal link
 - Combined together, alcohol and income are significant predictors of intimate partner violence

Risk Factors for Women

- ▶ **Visible Minorities and Immigrant Women**
- ▶ There may be underreporting amongst visible minority and immigrant women
- ▶ Statistics gathered in English and French
- ▶ Language barriers
- ▶ Cultural barriers

Risks Factors for Children

- ▶ Children cannot be seen as separate from their mothers and family units
- ▶ The risk factors that affect mothers also impact children
- ▶ The emotional, psychological, developmental needs of children make them more vulnerable

Some Statistics

- ▶ Prevalence rates
- Estimating these rates is challenging
- Social stigma and private nature of issues
- Only one-third of partner abuse cases and 10 % of sexual assault cases get reported in Canada (OCASI, 2006)
- Approximately 7 % of women living in a common-law or marital relationship reported being physically or sexually assaulted by an intimate partner (653,000 women in 2004)
- One in five homicides in Canada involves the murder of an intimate partner

CHECKLIST

- ▲ Provide an opportunity for the woman to **define herself** and current situation. In a non-judgemental way, establish how her social, cultural and religious background might be impacting her situation.
- ▲ When speaking with her, do you understand what she is saying or, is it getting lost in translation?
Does she need translation / interpretation services?
- ▲ Seek to understand what it is that she needs and ask if the options provided are feasible
- ▲ Is short or long-term assistance required?
- ▲ **Is she requesting general information?** (I.E. legal; resources available; language specific support groups; Children's Aid Society; signs/risk factors associated with violence against women; housing; shelter; financial assistance, etc).
- ▲ **Inform the woman of existing options** that can help assist her. This includes providing explanations because in most cultures, communication is done in an oral rather than written format. If providing a pamphlet / document, for example, it is prudent to first explain what is important in the pamphlet / document.



Question & Answer Period

NOTE: If the facilitators do not have an answer to your question,

1. We will be sure to get back to you with the requested information
2. We encourage our participants to draw on their professional experiences and personal experiences to help end violence against women



THANK YOU

Stereotypes

1. Come up with a list of 3 groups that we have stereotypes about.
2. Within your groups, complete the chart below using each of the groups you have chosen. I encourage you to be honest, even though it is difficult.
3. Discuss (and list) the source of that stereotype, how it's reinforced, and the effect it has.
4. Choose a stereotype group you would like to share with the rest of the larger group. Answer these questions: What was the most surprising or important thing you learned from the activity? What will you start doing to develop your diversity competences? How might these stereotypes impact service provision?

Stereotype of	Source of Stereotype	How is it Reinforced	The Effect it Has



Homework:

How do we manage our biases?

Complete the items below with your own examples!

Recognize:

Reframe:

Adjust:

Look:

Focus on the positive:



Power & Control Wheel



Developed by:
 Domestic Abuse Intervention Project
 202 East Superior Street
 Duluth, MN 55802
 218.722.4134

Produced and distributed by:

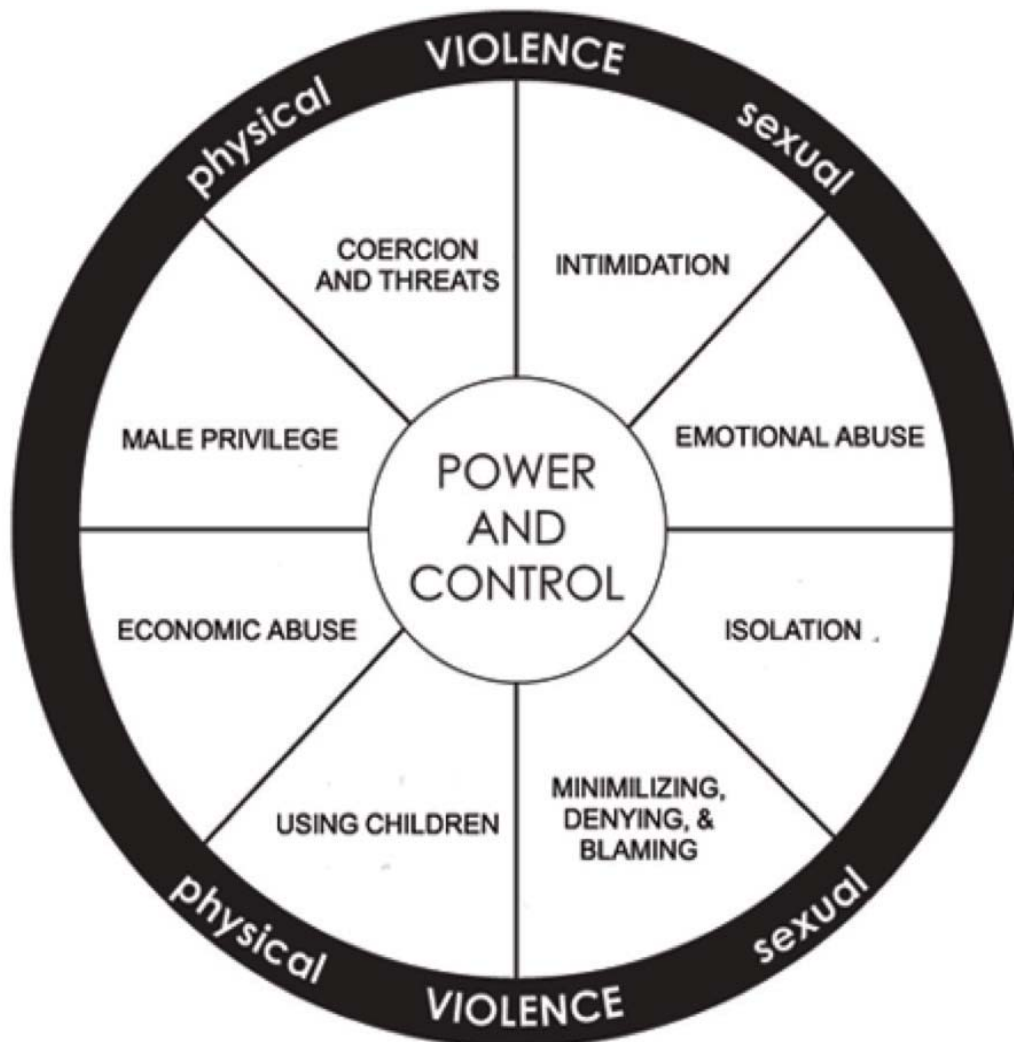


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Power & Control Wheel

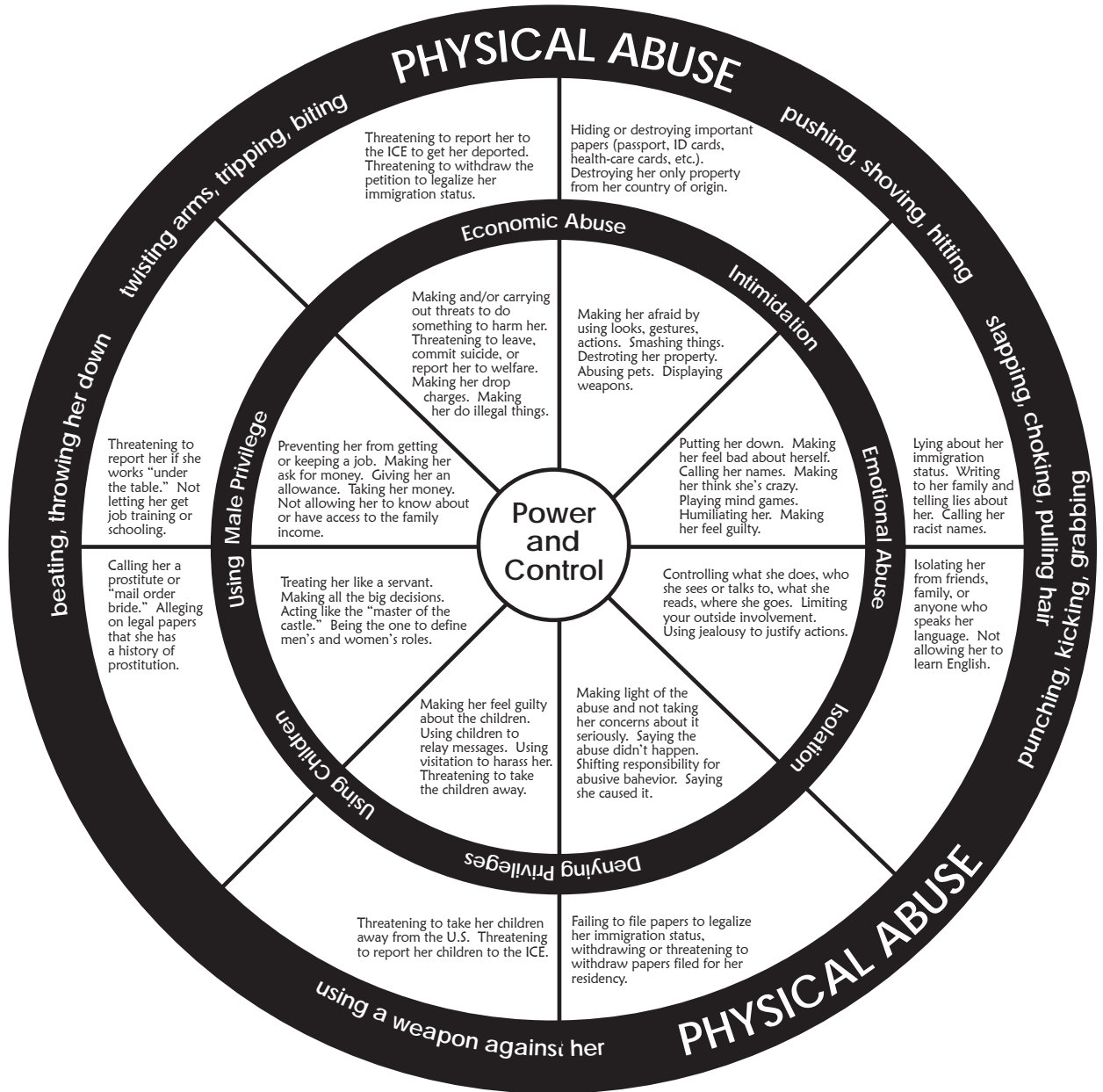
Activity: Within your groups, find examples for each of the different sections of the power and control wheel. Use examples that are immigrant and refugee women-specific.



Source: http://www.fafinc.org/Images/clip_image001.gif



Immigrant Power & Control Wheel



Produced and distributed by:

Adapted from original wheel by:
 Domestic Abuse Intervention Project
 202 East Superior Street
 Duluth, MN 55802
 218.722.4134



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I Got Flowers Today

Paulette Kelly

I got flowers today!
It wasn't my birthday or any other special day;
We had our first argument last night; And he said a lot of cruel things that really hurt;
I know that he is sorry and didn't mean to say the things he said;
Because he sent me flowers today.

I got flowers today!
It wasn't our anniversary or any other special day;
Last night he threw me into a wall and then started choking me;
It seemed like a nightmare, but you wake up from nightmares to find they aren't real.

I got flowers today!
And it wasn't Valentine's Day or any other special day;
Last night he beat me and threatened to kill me;
Make-up and long-sleeves didn't hide the cuts and bruises this time;
I couldn't go to work today because I didn't want anyone to know-but I know he's sorry;
Because he sent me flowers today.

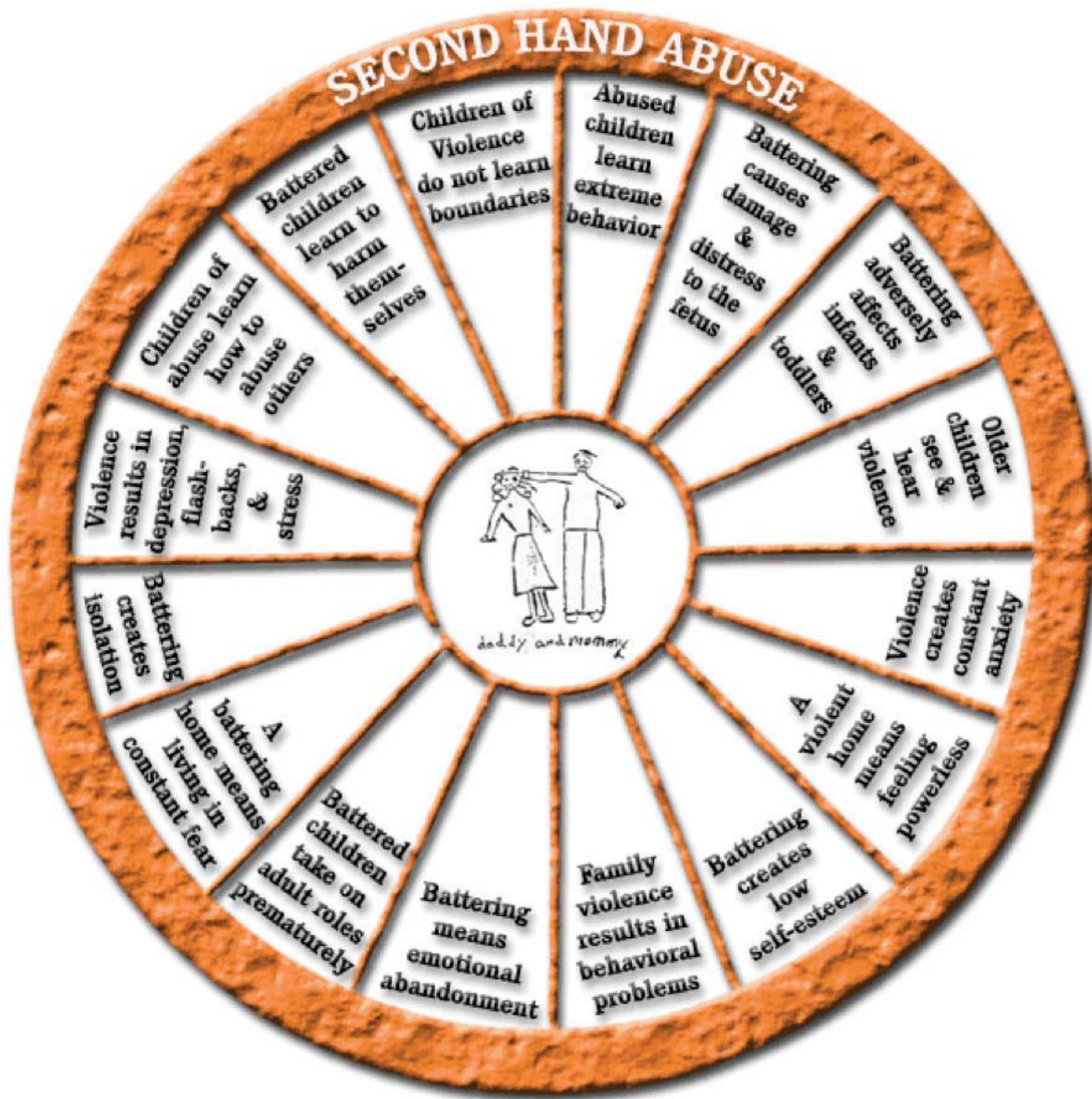
I got flowers today!
And it wasn't Mother's Day or any other special day;
Last night he beat me again, and it was much worse than all of the other times;
If I leave him, what will I do? How will I take care of the kids? What about money?
I'm afraid of him, but I'm too scared and dependent to leave him! But he must be sorry;
Because he sent me flowers today.

I got flowers today...
Today was a very special day—it was the day of my funeral;
Last night he finally killed me—I was beaten to death;
If only I would have gathered the courage and strength to leave him;
The women's shelter could have helped me, but I didn't ask for their help;
So I got flowers today...for the last time.

Source: Kelly, P. (1992). *I Got Flowers Today*.



Second Hand Abuse Wheel



Corry, B. (1994). *The Painful Legacy of Witnessing Domestic Violence*.
 Available at: <http://www.turningpointservices.org/tpmain.htm>



In efforts to gauge levels of understanding and future learning opportunities, we ask that you complete the following survey. Your responses are completely confidential, anonymous, will be reported on in aggregated format and will be referenced when measuring impact.

INSTRUCTIONS:

It is our hope that the public education and training sessions not only encouraged a better understanding in the area of violence against women but also, equipped you with professional skill sets required to successfully assist a woman experiencing abuse. This survey has been set up in the following manner: (1) Logistics; (2) Training Items; and (3) Qualitative Feedback. Please complete all sections 😊

LOGISTICS:	RATING SCALE				
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
	1	2	3	4	5
The location was accessible	1	2	3	4	5
The timing was convenient	1	2	3	4	5
The trainers were knowledgeable	1	2	3	4	5
The quality of facilitation was good	1	2	3	4	5
The content was relevant and easy to follow	1	2	3	4	5
The materials distributed were pertinent and useful	1	2	3	4	5
The trainers allowed for class participation and interaction	1	2	3	4	5
Adequate time was provided for questions and discussion	1	2	3	4	5
The public education and training sessions met my expectations	1	2	3	4	5
I will be able to apply the knowledge learned	1	2	3	4	5



TRAINING ITEMS: Please rate your level of understanding prior to and after the training sessions						
How would you rate your ...	RATING SCALE					
	LOW	MEDIUM			HIGH	
	1	2	3	4	5	
Cultural awareness	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Ability to employ cultural competency when counselling clients	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of the challenges impacting spousal relationships	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Knowledge of the challenges associated with a limited understanding of cultural awareness	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of why frontline professionals should strive for cultural competency	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of the signs and risk factors associated with violence against women	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Ability to make relevant and appropriate referrals	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Ability to offer support and connections to available resources	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5



Understanding of risk assessment as it applies to violence against women	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5
Understanding of risk management as it applies to violence against women	Before this training	1	2	3	4	5
	After this training	1	2	3	4	5

QUALITATIVE FEEDBACK:

What aspects of the education / training sessions did you like the most?	
What aspects of the education / training sessions could be improved?	
Please feel free to share any other comments you may have	



3.

Ontario Women's Directorate



NEIGHBOURS, FRIENDS AND FAMILIES (NFF) CAMPAIGN

Opening Doors For Abused Women

ONTARIO WOMEN'S DIRECTORATE

INTRODUCTION

Neighbours, Friends and Families (NFF) is a public education campaign to help raise awareness about the signs of woman abuse so that people who are close to an at-risk woman or an abusive man can help.

In 2003, the Domestic Violence Death Review Committee, under the auspices of the Coroner's Office, began its work of carefully collecting and reviewing all available documents / information relating to any death that occurred as a result of domestic violence. The Committee then presented findings and made recommendations for action. One of which included the recognition that neighbours, friends and family members, as well as co-workers and professionals, all play a role in assisting women who are experiencing abuse. In every case reviewed, family members (75%), friends (53%) and/or professionals (Police (41%); Medical (28%); CAS (19%); DV agencies (15%)), had some knowledge of the escalating circumstances between perpetrators and victims. In light of this information, the Ontario Government released its "Domestic Violence Action Plan", which highlighted a vision to free all women and their children from the fear or threat of domestic violence.

The campaign was developed through a partnership between the Government of Ontario, through the Ontario Women's Directorate, the Centre for Research and education on Violence against Women and Children, London, Ontario and an expert panel of professionals, advocates and activists in the violence against women sector.

The NFF campaign works to achieve:

- Increased public awareness of the warning signs and risk factors for woman abuse
- Increased knowledge about the available resources for woman abuse
- Increased confidence for community members to offer support and make referrals
- Reduction in the incidence and prevalence of woman abuse in the community

As part of the campaign, community organizations in over 200 towns and cities across Ontario are executing projects focussed on disseminating information about woman abuse, resources and capacity building.

The NFF campaign has been culturally adapted to help meet the needs of diverse communities. In 2010, the Ontario Women's Directorate worked with the Ontario Council of Agencies Serving Immigrants (OCASI) to introduce a public education campaign aimed at immigrant and refugee communities.

NFF RESOURCES

The NFF campaign has several websites that provide information about the campaign:

- www.immigrantandrefugeenff.ca
- www.itsnotright.ca
- www.kanawayhitowin.ca
- www.neighboursfriendsandfamilies.on.ca
- www.voisinsamisetsfamilles.ca

There are three brochures that are free to order from any of the NFF websites mentioned above:

- How You Can Identify and Help Women at Risk of Abuse
- Safety Planning for Women Who are Abused
- How to Talk to Men Who are Abusive

To help ensure language accessibility, the brochures are available in: Arabic; Chinese (Simplified); Chinese (Traditional); Creole; English; Farsi; French; Indian Punjabi; Kirundi; Korean; Lingala; Pakistani Punjabi; Russian; Somali; Spanish; Swahili; Tamil and Vietnamese

Other NFF resources include: Community Action Kit; two Public Service Announcements; a documentary, alongside various reports and factsheets