

BRIEF OVERVIEW

In 1994, Family Health International (FHI) began working with the Reproductive Health Response in Conflict (RHRC) Consortium and the Inter-Agency Working Group (IAWG) on Reproductive Health in Refugee Situations, convened by the United Nations High Commissioner for Refugees (UNHCR) and the United Nations Population Fund (UNFPA). Subsequently, FHI collaborated with members of the RHRC Consortium in the elaboration of their *Refugee Reproductive Health Needs Assessment Field Tools*, published in 1997.

In early 2000, FHI began working with the International Rescue Committee (IRC--a member of the RHRC Consortium) in Kosovo to support a gender-based violence (GBV) project in Peja, Kosovo. In response to a need identified by the staff of FHI's and IRC's local partner, the Women's Wellness Center, FHI collaborated with IRC to develop a draft training curriculum on communication skills in working with survivors of GBV. In a workshop facilitated by Jane Schueller of FHI and Jeanne Ward of the RHRC Consortium, the training curriculum was field-tested in Peja in 2000.

Since 2000, the number of GBV programs operating in humanitarian settings has grown dramatically. However, resources to guide service providers on how to best engage with survivors are still limited. An important exception is the manuals created by Sophie Read-Hamilton of the IRC, which have been used to provide GBV-related counseling skills trainings in Tanzania and Sierra Leone. Sophie Read-Hamilton also contributed materials that constitute the introduction to the facilitation skills component of this curriculum.

This curriculum represents collaboration between FHI, the RHRC Consortium, and the IRC. The original curriculum used in Peja, Kosovo, has been supplemented and refined in subsequent trainings by FHI, as well as by the work of IRC's Sophie Read-Hamilton in Tanzania and Sierra Leone. The curriculum presented here has been finalized by Jeanne Ward of the RHRC Consortium, with feedback from FHI and IRC.

What follows is an outline of the overall goals of the training, a training outline, and a list of materials needed, as well as a list of transparencies, handouts, and activity sheets used in the training, an in-depth training curriculum, and all transparencies, handouts, and activity sheets necessary to conduct a training. The training is designed so that all the materials used in the training can be shared with participants at the end of the workshop (preferably in a binder), and they can conduct subsequent trainings on topics with which they feel comfortable. Participants are not expected to be able to train on the entire contents of the manual unless they have extensive training and psychosocial experience.

For questions or comments about the training materials, please contact Jeanne Ward at Jeanne@theIRC.org.

Communication Skills in Working with Survivors of Gender-based Violence

A Five-day Training of Trainers Workshop

OVERALL GOALS OF THE WORKSHOP

It is envisioned that the training course will provide participants with the following:

Day I **Overview of Gender-based Violence**

- An introduction to key concepts related to gender-based violence (GBV)
- An introduction to causes and contributing factors of GBV
- An overview of the multisectoral model for GBV response

Day II **Engagement Strategies in Working with Survivors**

- An understanding of and sensitivity to the needs and concerns of GBV survivors
- An introduction to basic engagement techniques in working with survivors
- An appreciation of the difference between assessment, assumption, and diagnosis

Day III **Engagement Strategies (con't)**

- An introduction to varying roles of service providers
- An understanding of how to apply the GATHER model to work with survivors
- An appreciation of multiple issues in working with survivors, including safety planning, cultural sensitivity, responding to special populations, and instituting safety precautions for the service provider

Day IV **Supporting the Service Provider**

- An understanding of vicarious trauma, its causes, and ways of managing and preventing vicarious trauma
- Knowledge of and practice in self-care techniques
- An introduction to supervision, including the roles and responsibilities of the supervisor and supervisee

Day V **Service Provider Responsibilities and Community Referrals Facilitation Skills Overview, Training Review and Evaluation**

- Knowledge of the principles of record keeping and confidentiality
- An understanding of networking with other community services/sectors, making referrals and advocating on behalf of survivors
- An introduction to basic facilitation skills in using the Communication Skills Training Curriculum

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TRAINING OUTLINE

Day I Participant Introductions and Overview of Gender-based Violence

Session 1 Setting the Climate

- Welcome and Introductions
- Training Overview and Logistics
- Participant Expectations
- Establishing Ground Rules

Session 2 Understanding Key Concepts

- Sex vs. Gender
- Gender-based Violence (GBV)
- Examples of GBV

Session 3 Developing a Framework to Understand and Respond to GBV

- GBV in Your Community: Causes, Contributing Factors, Consequences
- Multisectoral Model

Day II Engagement Strategies in Working with Survivors

Session 1 Understanding the Survivor

- Basic Psychological Needs
- Brief Introduction to Trauma Theory
- Identifying Common Reactions to Trauma
- Coping Skills

Session 2 Introduction to Engagement Techniques

- What Makes an Effective Service Provider?
- Active Listening
- Barriers to Good Listening
- Assessment vs. Assumption
- Self-Assessment

Day III **Engagement Strategies (con't)**

- Session 1 What is your role? What is your goal?
- Active Screening, Crisis Debriefing, Case Management, and Counseling
 - GATHER Model
- Session 2 Important Issues in Working with Survivors
- Special Populations
 - Protocols for Action with Survivors with Challenging Concerns
 - Safety Precautions for the Service Provider

Day IV **Supporting the Service Provider**

- Session 1 Introduction to Vicarious Trauma
- Defining and Coping with Vicarious Trauma
- Session 2 Introduction to Self-Care
- Self-Care for the Service Provider
- Session 3 Supervision
- Role of the Supervisor
 - Responsibilities of the Supervisee

Day V **Service Provider Responsibilities and Community Referrals
Facilitation Skills Overview, Training Review and Evaluation**

- Session 1 Record Keeping and Confidentiality
- The Fundamentals of Record Keeping
 - Ensuring Confidentiality
 - Incident Report Form/Consent to Release Information
- Session 2 Coordinated Community Response and Advocacy
- Coordinating a Community Response: Applying the Multisectoral Model
 - The Service Provider as an Advocate
- Session 3 Facilitation Skills Overview, Training Review and Evaluation
- Facilitation Skills Overview
 - Week in Review
 - Wrap-up and Evaluation

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MATERIALS NEEDED

- Overhead projector and screen
- Newsprint and markers
- Participant folders
- Name tags
- Tape
- String
- Thumb tacks
- Paper and pen for each participant
- Tape recorder and music
- Bag or hat for drawing
- Candy for award ceremony
- Question box
- Index cards

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TRANSPARENCIES, HANDOUTS AND ACTIVITY SHEETS

Transparencies

Day I

- Definition of Sex vs. Gender
- Which is it: Sex or Gender?
- Definition of Gender-based Violence (GBV)
- Types of GBV
- Extent of Problem
- Multisectoral Framework

Day II

- Psychological Needs
- Definition of Trauma
- Identifying Stress Reactions
- Trauma Response: The Physical Response
- Trauma Response: The Emotional Response
- Brief History of Trauma Theory
- Basic Principles of Providing Help to Survivors
- Barriers to Good Listening
- Assumption, Assessment, and Diagnosis

Day III

- What is Your Role? What is Your Goal?
- Interaction Techniques (1)
- Interaction Techniques (2)
- GATHER Model

Day IV

- Defining and Managing Vicarious Trauma
- Ten Beliefs that Prevent Helpers from Getting Help
- Empathy versus Sympathy
- How Can Our Organizations and Work Environments Help Us?

Day V

- Incident Report Form/Consent to Release Information
- Exceptions for Breaking Confidentiality

Handouts

Day I

- Pre-test
- Training Outline
- Daily Evaluation Form

Day II

- Normal Reactions to an Assault
- Recovery from Immediate Trauma
- Traumatic Event: Helpful Hints for the Survivor
- Introduction to Active Listening
- Attending: Using the SOLER Model
- Advising vs. Informing
- Daily Evaluation Form

Day III

- Interaction Techniques (1)
- Interaction Techniques (2)
- Stem Statements
- Helper Skills Evaluation Checklist
- Rape Trauma: Common Responses
- Safety Planning Assessment
- Power and Control Wheel
- Cycle of Violence
- Some Considerations in Assessing Child Sexual Abuse
- Changing Needs of Growing Children
- Crisis and the Continuum of Age: The Elderly's Reaction to Trauma
- Protocol for Action: Suicidal/Homicidal Clients
- Protocol for Action: Mentally Disturbed Clients
- Protocol for Action: Angry Clients
- Protocol for Action: Drug/Alcohol Abusing Clients
- Taking Precautions: Agency Visits
- Daily Evaluation Form

Day IV

- Responses as Guides for Action: Working with Victims of Domestic Violence
- Self-Care and Managing Stress
- Daily Evaluation Form

Day V

- Record Keeping Do's and Don'ts
- Scenarios for Resistant Participants
- Incident Report Form/Consent to Release Information
- Daily Evaluation Form
- Post-test
- Final Evaluation Form
- Training Certificate

Activity Sheets

Day I

- Gender Statements: Match the Proverb
- Match the Proverbs and the Sayings
- Violence in Your Community
- Violence Jeopardy Game
- Violence Jeopardy Game Answers
- Client Scenario

Day II

- Visualization of Traumatic Experience
- Visualization Exercise for Active Listening
- Which Is It: Assessment or Assumption?
- Self Assessment Exercise (1)
- Self Assessment Exercise (2)

Day III

- Guidelines for Giving Role Play Feedback
- Role Play for Protocols for Action

Day IV

- Case Vignettes: Ellen and Sara
- Self Care Plan
- My Great Worth

Day V

- Sample Record Keeping Exercises
- Scenarios for Resistant Participants