



# Session 3 Objectives:

By the end of this session participants will be able to:

- explain different issues involved in domestic violence
- recognise common misconceptions about domestic violence



# Session 3 - How do we learn to do the things we do?

- As a female I am expected to...
- As a male I am expected to...
- One thing I would like to change about men is....
- One thing I would like to change about women is....

Would this create equality for men and women in their relationships??



## Session 4

# Objectives

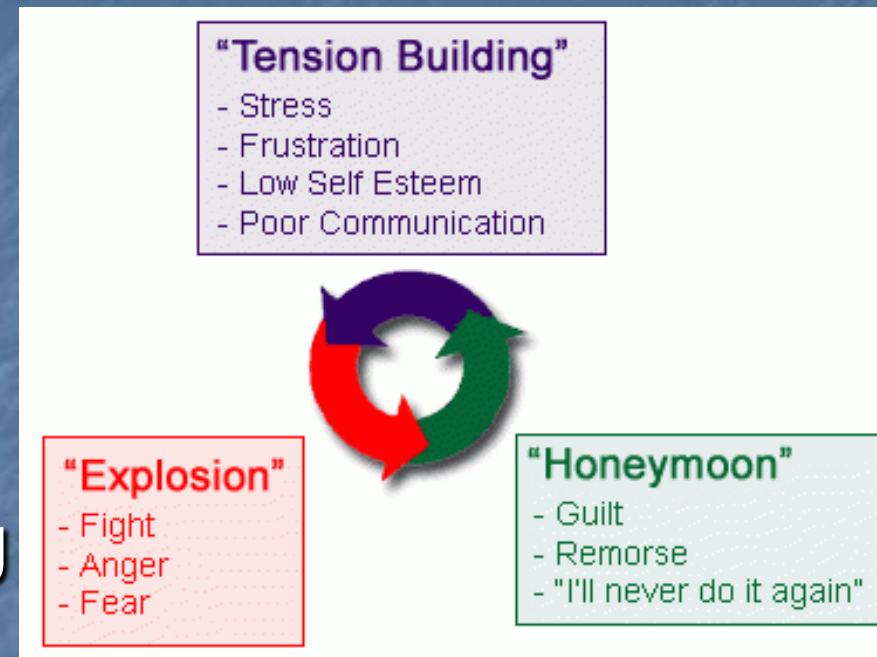
By the end of this session participants will have:

- identified and recalled the three stages of the Cycle of Violence Theory
- discussed the Cycle of Violence theory in relation to police investigations

# Cycle of Violence

## Three stage model

- Tension building
- Explosion or battering
- Honeymoon, calm period, sorry or loving reconciliation



Has implications for investigators



# Session five **Cycle of Violence**

## Objectives:

By the end of the session participants will be able to:

- **understand the 'Power and Control' wheel**
- **examine and understand the meaning of personal power, powerfulness and powerlessness**
- **Explain where domestic violence is related to the Human Rights declaration**

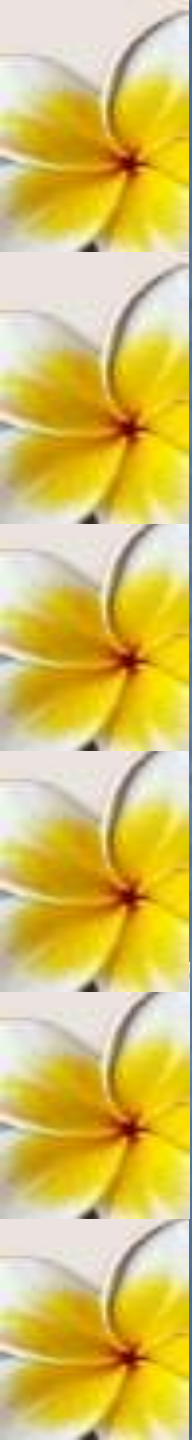


Session six **Turning stumbling  
blocks into stepping stones**

Objectives for this session

People who have completed this session will be able to:

- Identify common issues and barriers
- Identify local solutions to barriers facing police involved with domestic violence.



# Session Seven

## Effective communication skills

### Objectives

### Participants will:

- identify ineffective and effective aspects of communication
- be given an opportunity to use skills for effective communication e.g. not interrupting; using minimal encouragers, and using open questions

# Communication Impact

**Non-verbal**  
(body movements, most facial expressions)

55%



**Vocal**  
(volume, pitch, rhythm, and so on)

38%



**Verbal**  
(words)

7%





## Non-verbal Behaviour

### **Eye Contact**

Maintain eye contact in a relaxed but attentive way.

### **Body Posture**

Relaxed, upright, or with a slight forward lean to indicate interest. Be reasonably close, but do not invade speaker's personal space.

### **Head and Facial Movements**

Occasional nods, smiling appropriately, trying to match speaker's mood.

### **Vocal Quality**

Warm, matching that of the speaker.

### **Personal Habits**

Avoid fiddling with pen, hair, and so on.

### **Cultural Differences**

Sensitivity needed. For example, for some cultures, eye contact is considered rude or intrusive.

## Real Listening

The way you listen is to do with your intent

### **You really listen:**

- when you want to understand someone;
- when you want to enjoy something with someone;
- when you want to learn something from someone;
- when you want to help or comfort someone.

## Pseudo-listening

### **You pseudo-listen:**

- when you want to be liked or avoid rejection;
- when you want a particular piece of information but can ignore the rest;
- when you want to take time to think about something else, or think what to say next;
- when you want the other person to listen to you next;
- when you want to find a weak point to use against the person;
- when you want to be thought of as polite/kind/helpful;
- when you want to avoid hurting or upsetting someone.



## Session 7 **Minimal encouragers...**

*"Minimal encouragers"* or "door openers" can encourage communication. Minimal encouragers is doing such things as:

- nodding your head
- matching the speakers tone of voice and facial expressions
- saying "uh-huh", really, tell me more, go on, and so on

# OPEN QUESTIONS

- Open questions start with phrases such as:
  - *When did you.....?*
  - *Where did you...?*
  - *Why did you...?*
  - *What happened next?*
  - *How do you feel about...?*
  - *Who was involved?*