

You Choose Abuse: The Game

Facilitator's Handbook

YouChooseAbuse.com



TABLE OF CONTENTS

1

PLACEMAT

Handout	9
---------------	---

2

OVERVIEW

Introduction	11
The Why	12
Recommendations	13
Recruitment	14
Stakeholder Analysis	15
Principled Impartiality	16
Recruitment	19
Promotion	20
Challenges	21
Checklists	22 & 23
Group Assignments	18
Getting Started	17

3

FACILITATION

Role of the Facilitator	11
Facilitator Responsibilities	22
Approaches	22 & 23
Objectives	24
Questions	22 & 23

TABLE OF CONTENTS

3

FACILITATION CONT.

Principled Impartiality	19
Cultural Competency	33
Dealing With Challenges	44
Conflict Procedure	55

4

THE GAME

Getting Started	20
Timeline Day 1	18 & 19
Timeline Day 2	18 & 19
Data Collection	21
Note Taking	21
Trigger Warning & Expectations	22
Ground Rules	21
Language	21
Features	22

0

SCENARIO 0

Education 0a	20
Activity 0b	21
Wicked Problem Slides	19 & 19
Character Building	21
Education 0a	21 & 22

TABLE OF CONTENTS

4

THE GAME CONT.

1

Scenario 1

Tensions & Questions 1	33
Lit Review 1	34
Quiz 1	35

2

Scenario 2

Tensions & Questions 2	37
Education 2	38
Activity 2	39-42

3

Scenario 3

Tensions & Questions 3	44
Education 3	45
Activity 3	46

4

Scenario 4

Tensions & Questions 4	48
Education 4	49

5

Scenario 5

Tensions & Questions 5	51
------------------------	----

TABLE OF CONTENTS

4

THE GAME CONT.

Activity 5	52
Lit Review 5	53

6

Scenario 6

Tensions & Questions 6	56
Lit Review 6	57
Activity 6	58

7

Scenario 7

Tensions & Questions 7	60
Activity 7	61

8

Scenario 8

Tensions & Questions 8	63
Activity 8	64

9

Scenario 9

Tensions & Questions 9	44
Education 4	45

10

Scenario 10

Tensions & Questions 10	47
-------------------------	----

TABLE OF CONTENTS

4

THE GAME CONT.

Activity 5	52
Lit Review 5	53

11

Scenario 11

Tensions & Questions 6	56
Lit Review 6	57
Activity 6	58

12

Scenario 12

Tensions & Questions 7	60
Activity 7	61

13

Scenario 13

Tensions & Questions 8	63
Activity 8	64

14

Scenario 14

Tensions & Questions 9	44
Education 4	45

15

Scenario 15

Tensions & Questions 10	47
-------------------------	----

TABLE OF CONTENTS

4

THE GAME CONT.

Activity 5	52
Lit Review 5	53

16

Scenario 16

Tensions & Questions 6	56
Lit Review 6	57
Activity 6	58

17

Scenario 17

Tensions & Questions 7	60
Activity 7	61

18

Scenario 18

Tensions & Questions 8	63
Activity 8	64

5

THE END

Post-Survey	153
Reporting	121 & 122

6

REFERENCES

References	111 - 115
------------	-----------

Section 1

Placemat & Promotion

Why does domestic violence need to be deliberated?

FAST FACTS

1 in 3 females & 1 in 4 males say they have experienced severe physical violence by an intimate partner.¹

1 in 3 female murder victims and 1 in 20 male murder victims are killed by intimate partners.²

An abuser's access to a firearm increases the risk of femicide by 1,000%.³

59.1% of mass shootings between 2014 and 2019 were related to domestic violence, and in 68% of mass shootings, the shooter had a history of domestic violence or killed a family member or intimate partner.⁴

State laws requiring abusers prohibited from possessing firearms to relinquish their firearms are associated with a 12% decrease in intimate partner homicide.⁵

Fathers who batter the mothers of their children are twice as likely to seek sole custody of their children as non-abusive fathers.⁶

YouChooseAbuse.com

Welcome to You Choose Abuse: The Game. Through this game, we aim to shed light on the multifaceted nature of domestic violence and prompt thoughtful reflection on the decisions the victims, offenders, and other members of the community face.

The game is hosted on the website, YouChooseAbuse.com, where you will be exposed to data, testimonials, and tasks that challenge you as the player navigating another world.

Questions We Seek To Answer:

- **What interventions are the best approach?**
- **Do some groups need more resources?
Men, LGBTQI+, Immigrants, Teens...**
- **What do survivors really need?**
- **How can we prevent domestic homicides?**
- **Should police enforce mandatory arrest policies?**
- **Should victims have the right to drop abuse charges?**
- **Should domestic violence be decriminalized?**
- **Is restorative justice appropriate in cases of DV?**

1. National Coalition Against Domestic Violence. (n.d.) [ncadv.org](https://www.ncadv.org)

2-5. National Coalition Against Domestic Violence. (2015). Facts about Domestic Violence and Physical Abuse.

6. National Coalition Against Domestic Violence. (2023). Domestic Violence & Children. https://assets.speakcdn.com/assets/2497/children_and_dv.pdf

FLYER TEMPLATE

YouChooseAbuse.com

An Immersive Serious Game

- Deliberate Policy
- Review Best Practices
- Empower Citizen Action
- Educate the Public
- Engage Perspectives
- Awareness & Advocacy

Through interactive scenarios and decision-making challenges, you'll gain insights, learn about resources, and practice strategies for intervention and support.

Our game aims to raise awareness, foster empathy, and empower players to recognize signs of abuse and take meaningful action.



Details:

- 9:00am - 5:00pm
- May 11 & 12
- Center for Public Deliberation
- 1234 Main St. #202
- Conference Room B

Contact:

+123-456-7890

hello@reallygreatsite.com

[https://www.canva.com/design/DAGEWY3ie6k/3YHL4QX30bLn0NJedod-Iw/view?](https://www.canva.com/design/DAGEWY3ie6k/3YHL4QX30bLn0NJedod-Iw/view?utm_content=DAGEWY3ie6k&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview)

[utm_content=DAGEWY3ie6k&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview](https://www.canva.com/design/DAGEWY3ie6k/3YHL4QX30bLn0NJedod-Iw/view?utm_content=DAGEWY3ie6k&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview)


POST TEMPLATES

Why does domestic violence need to be deliberated?

- How can we prevent domestic homicides?
- What interventions are the best approach?
- Should police enforce mandatory arrest policies?
- Should victims have the right to drop abuse charges?
- Should domestic violence be decriminalized?
- Is restorative justice appropriate in cases of DV?
- What do survivors really need?
- Do some groups need more resources?

YouChooseAbuse.com

Who: Center For Public Deiberation
What: Serious Game About Abuse
When: 9a-5p May 11 & 12
Where: Union Hall, 1234 Main St. #202
Why: Awareness & Advocacy
Education on Best Practices
Collaborative Problem Solving
Hear New Perspectives
Share Experiences & Insights
Deliberate Policy & Procedure



A Facilitated Serious Game

<u>For:</u>	<u>About:</u>
Awareness	Best Practices
Advocacy	Policy Deliberation
Action	Sharing Perspectives

Join Us For A Serious Game

Deliberating Domestic Violence

Join Us For A Serious Game
Deliberating Domestic Violence

Who: Center for Public Deliberation

Where: Union Hall Building

When: May 11 & 12

Who:
Center for Public Deliberation

Where:
111 E. Florence St.

When:
9a-5p May 11 & 12

Our serious game on domestic abuse offers a unique opportunity to learn, engage, and empower.

YouChooseAbuse.com

PROMOTION

What media does your target population consume?

What social media platforms are appropriate to use for recruitment?

- Facebook •
- Instagram •
- LinkedIn •
- Reddit •
- Twitter / X •

See the following pages for examples of promotional material.

What do participants need to know?

- Time / Location
- Will childcare be available?
- How long can they expect to commit?
- How will they benefit/be compensated?
- What kind of labor will they be expected to perform?
-
-

Section 2

Overview

INTRODUCTION

Thank you for your interest in facilitating this “serious game” (SG) at youchooseabuse.com. This website hopes to serve as a vehicle to drive meaningful engagement as participants experience different scenarios. There are a number of ways facilitators and participants can make the selection - by using the site’s “roll of the dice”, the group’s deliberated choice, or determined by your assignment. The game can be played solo or collaboratively as one group, but it is best experienced with multiple groups to allow for maximum deliberation and a wider range of outcomes.

As the facilitator of this activity, you will guide participants as they step into the protagonist's shoes, making choices and completing tasks that will challenge them. At every step, you will provide a safe space for participants to share their thoughts and perspectives.

This guide will provide supplemental material designed to dissect each scenario, and each interstitial will be collectively reviewed to add context and depth. Some interludes will be educational visuals and videos, literature reviews, and survivor testimonials. Activities will be interspersed and include creating a safety plan, roleplaying a hotline caller, and looking for housing.

In the interest of conserving paper and minimizing clutter, materials visible on the website may not be included in this guide. The facilitator is expected to also have access to the website for reference. This SG can be done individually in an hour or two of earnest effort, but a game that is thoroughly facilitated with many groups could take a full day to complete these activities.

OBJECTIVES

EDUCATION AND AWARENESS

Many people may not fully understand the complexities and dynamics of domestic violence. A game can provide a safe and engaging platform for players to explore different aspects of domestic violence, including its causes, effects, and potential interventions.

EMPATHY BUILDING

By allowing players to step into the shoes of various characters experiencing or witnessing domestic violence, the game can help foster empathy and understanding towards survivors, perpetrators, and bystanders. This can help combat stigmatization and victim-blaming attitudes, ultimately leading to more supportive responses from communities.

POLICY ADVOCACY

By highlighting the systemic factors that contribute to domestic violence, such as gender inequality, economic insecurity, and lack of resources, the game can rally support for policy initiatives aimed at prevention, intervention, and support for survivors. Facilitators can use discussions surrounding the game to advocate for evidence-based policies that address the root causes of domestic violence

ENGAGEMENT AND COLLABORATION

Games have the potential to engage diverse audiences in meaningful dialogue and collaboration. By bringing together survivors, advocates, policymakers, and community members, the game can serve as a catalyst for productive conversations, partnerships, and collective action. Facilitators can leverage these discussions to identify gaps and barriers in existing responses to domestic violence and work towards innovative solutions.

RECOMMENDATIONS

USE CASES / AUDIENCES

- Training & Professional Development
- Case Study at Case Conferences
- Policy Debate
- Youth Prevention Programs
- Community Meetings
- Professional Development
- Therapeutic Intervention
- Academic Research
- Hotline/Shelter Workers
- Social Workers / Advocates
- Healthcare Workers
- Law Enforcement
- Students & Teachers
- Lawyers & Judges
- Law Makers

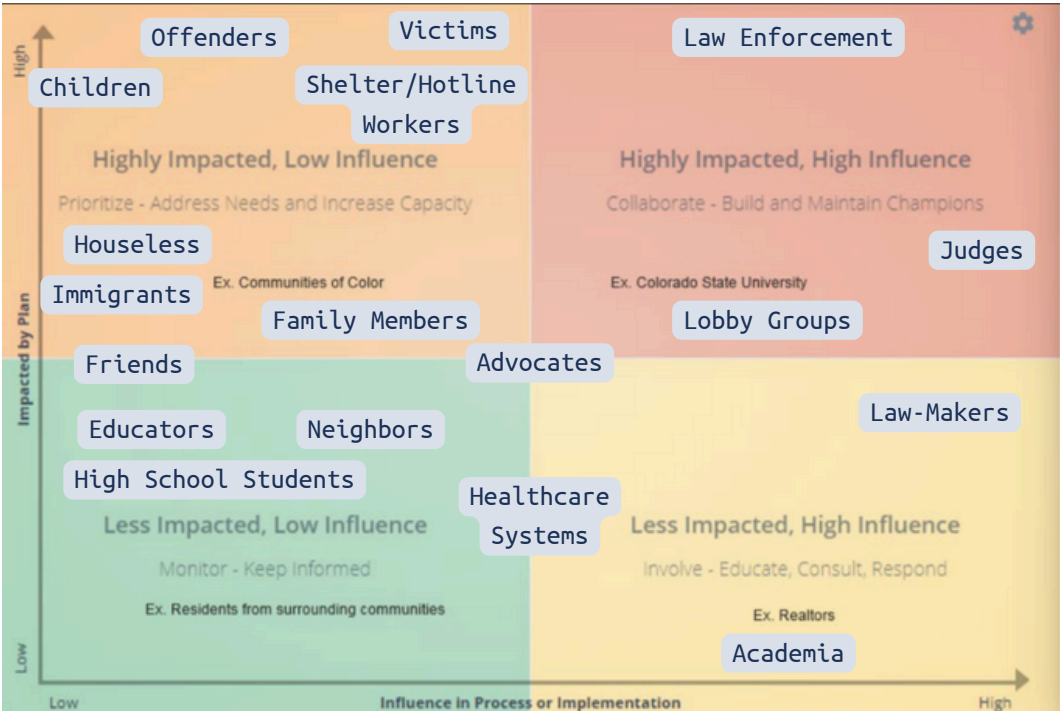
TARGETED GROUPS

These groups should be considered for over-sampling as much as possible.

- LGBTQIA, Polyamorous
- Ethnic and Racial Minorities
- Religious Minorities
- Low Income / Below Poverty Line
- Disabled, Deaf, Blind, Wheelchair Users
- Refugees, (Undoc) Immigrants
- Mentally Ill / Neurodivergent
- Rural, Innercity
- Houseless / Shelter Residents

STAKEHOLDER POWER ANALYSIS

This stakeholder analysis chart is helpful for determining the parties that should be involved in these discussions.



Fort Collins, CO Stakeholder Power Analyses-Our Climate Future. (n.d.)
 FSG.org. (n.d.). GUIDE TO ACTOR MAPPING.

RECRUITMENT

Depending on the setting of your activity, you may be tasked with recruiting participants. If you have some control over the composition of the groups, you have a great opportunity to configure groups that produce diverse, productive, and insightful dialogue.

Having a range of perspectives will only enrich the experience, and even reasonable disagreements should be encouraged.

Underrepresented populations highlighted in the previous section should be spot-lighted, and facilitators are encouraged to consider over-sampling groups that may be uniquely affected.

This SG was created to propel discussions about domestic abuse without asking survivors to do the heavy emotional labor of detailing their experiences, but their participation should be zealously and respectfully encouraged.

To adhere to the vision of principled impartiality, which we will explore more in the next section, and in order to genuinely engage a significant stakeholder in these discussions, the group's atmosphere must simultaneously support and protect survivors while upholding a safe space for offenders to share their insights.

CHALLENGES

What barriers prevent people from participating?

- Lost Wages
- Lack of Time / Availability
- Childcare
- Transportation
- Technology Illiteracy
- Apathy
- Language Barriers
- Distrust / Mistrust
- Accessibility Concerns
 - Visual
 - Audibility
 - Size-Inclusive
 - Wheelchair-Accessible
- Mental & Emotional Incapacity
-
-
-

CHECK LIST

What is the configuration of the meeting room?

- Are there enough tables/chairs, computers, etc?
- Can the setup be adapted to improve engagement?
- Is there a white board?
- Where are the bathrooms? Where is the nearest food/drink?
- Are there any accessibility issues?
-
-

Do you have enough supplies for each participant/group?

- Pens
- Notepads
- Laptop, Mouse
- Writable Table Cloths
- Large Paper Pad / White Board
- Colored Dot Stickers / Magnets
- Large Markers
- Placemat Page
- Survey Page
- Post-It Notes
-

Have you prepared the following?

- Sign-In Sheet
- Table Settings - Notepads, Tablecloth, Placemat Page
- Projector
- Note Taking Process
- Audio &/or Video Recording Equipment
-

Section 3

Facilitation

ROLE OF THE FACILITATOR

This game and guide were created with Social Work principles in mind, but the facilitator of this game is not required to have any specific academic accreditations. However, by agreeing to facilitate this game, you are committing to uphold the following values:

- Equity Over Equality
- Total Self-Determination
- Cultural Competence
- Dignity & Respect of Every Person
- Radical Acceptance and Unconditional Positive Regard
- Collaborative Problem Solving & Democratic Engagement

As the facilitator, your responsibilities are:

- To present well-documented foundations of fact
- To lead thoughtful discussions and remain on topic
- To ask follow-up questions that clarify, extrapolate, or challenge - when appropriate
- To intervene and redirect unhelpful habits
 - Good VS Evil Narratives
 - Cherry-Picking and Nut-Picking
- To cultivate a safe sharing environment of mutual respect for all opinions - particularly unpopular ones

In addition to the facilitator, additional team members should be available to handle technical questions, monitor safety, and provide emotional support, if needed.

FACILITATOR RESPONSIBILITIES

1. Remains impartial about the subject of the forum.
2. Allows the participants to own the process and topic as much as possible balancing that need with the deliberative goals of the event.
3. Keeps the deliberation on track in terms of time and subject matter.
4. Manages the group well by maintaining a safe environment, encouraging everyone to join in the conversation, and ensuring no one dominates.
5. Models and encourages democratic attitudes and skills, particularly listening.
6. Does not take on an “expert” role with the subject matter, and seeks to support the appropriate role for quality data in the discussion. maintain a productive balance in the discussion between facts being irrelevant and facts being too much of a focus.
7. Helps participants manage several deliberative tensions, seeking the ideal balance between, for example, idealism v. realism, complexity v. simplicity, depth v. breadth, etc.
8. Helps participants identify the values and underlining interests that can serve as common ground across motivate their perspectives.
9. Helps participants develop mutual understanding and consider a broad range of views, particularly the drawbacks of their perspective and the benefits of opposing views.
10. Helps participants identify and work through key tensions within and between their perspectives, working toward public judgment.

QUESTIONS

Here are some examples of questions that may help direct the discussion. Try to use open-ended questions as much as possible.

- What feelings are coming up?
- How do you relate your point to the topic at hand?
- What would be the unpopular/minority opinion in this situation?
- Would you say we have reached the end of this discussion?
- Why is that important? What values are being highlighted?
- What are the consequences of that decision?
- Does anybody have a different opinion? Any reactions to that?
- Can you take that a step further? What happens after that?
- Who are the key players/stakeholders? Who should be involved?
- What is appealing about this approach? What are the drawbacks?
- What are you struggling with? What are the gray areas?
- What trade-offs are you willing to accept, or not?
- What do you like about this approach? What do you dislike?
- How might things be different if...
- Is _____ a concern for you?
- Would you still feel that way if...
- What are some arguments that challenge your point?
- Would your opinion change with more/less financial resources?
- Can you give an example? Explain what that would look like.

QUESTIONS

- How might _____ feel about that?
- If you had a magic wand, what would you change today?
- How could you compromise with the other side?
- How can you measure/observe that?
- What data would you be interested in?
- How might your approach affect...?
- What makes this topic so difficult to decide?
- Should that approach be used for everybody? Are there exceptions?
- Where might you find common ground with the other side?
- What tensions exist between...
- What perspectives are being missed or dismissed?
- How might things change in the next 5, 20, 50 years?
- How would the community be affected? What sectors are most affected?
- What are some barriers that some populations may face?
- What aspects can be attributed to our culture/society expectations?
- Are there other ways of looking at this?
- Would someone who hasn't spoken yet like to share their thoughts?
- Can you explain what you mean when you say...

PRINCIPLED IMPARTIALITY

Impartiality is a privilege and a delicate balance that must be walked when navigating an issue that involves real harm influenced by generations of trauma and patriarchal systems. Principled impartiality involves maintaining a neutral stance grounded in ethical principles, procedural fairness, and a commitment to upholding the dignity and rights of all parties involved.

Being impartial means recognizing the importance of providing opportunities for offenders to engage in processes that facilitate accountability, rehabilitation, and transformation.

While this activity is not specifically designed to be an example of the conflict transformation engagement stream or a platform to administer restorative justice, the likelihood of having both an offender and a survivor in the same vicinity increases the more the activity is performed.

As a facilitator, you should behave as though every person is potentially a survivor or offender. You may have to redirect or remind the group to avoid absolutes and hyperbole, and avoid villainization as much as possible.

Carcasson, M. (2022). The case for principled impartiality in a hyper-partisan world. *National Civic Review*, 110(4). <https://www.nationalcivicleague.org/ncr-article/the-case-for-principled-impartiality-in-a-hyper-partisan-world/>

DEALING WITH CHALLENGES

How will you handle:

- Registration
- Promotion
- Late-Comers
- Side-Talkers
- Technical Difficulties
- Low Participation

Dealing with participants who dominate the discussion

- What do others think about this approach?
- What ideas have not been expressed?
- How would anyone else in the group respond to the concerns just expressed?
- Could someone tell us a story to illustrate that point?
- For those who hold that position, what do they care deeply about?

Dealing with a difficult participant

- Gradually escalate your response.
- Use body language (move close to the person)
- Gradually use more assertive verbal techniques such as interrupting to capture the points stated so far.
- Refer to the guidelines (everyone participates - no monopolizes conversation)
- Redirect the conversation by saying "Thank you. What do others think about that?" or "Let's create some space for those of you who have been quieter. Someone else?"

Handling misinformation from a participant

- Does anyone have a different perspective on that?
- Use the issue book. Point out that "on page xx it states..." How does that fit with the information you just gave us?
- What meaning does that information have to you?
- Would you give us an example?

CONFLICT PROCEDURE

Domestic abuse is a very sensitive topic for even the average person, but for victims, it will be very easy to personalize disagreement. Addressing the legitimate or heightened emotions and grievances of survivors is a delicate dance to acknowledge and validate their concerns while making room for constructive criticism of systems and policies. The experiences of victims should be paramount, but the potential participation of offenders should also be prioritized in an effort to obtain meaningful insight from a key stakeholder.

Therefore, there should always be an expectation that tensions can escalate, and at least two people should be a part of the team responsible for monitoring the activity.

Should a disagreement devolve into shouting, threats, personal insults, or any other disruptive behavior, one or both of the involved parties should be removed from the area and placed in separate settings.

Should a participant become overwhelmingly distraught, the facilitator should intervene and ask the participant to take a break, assuring them they will have an opportunity to finish in a few minutes, or longer if needed.

Section 4

The Game

GETTING STARTED

This activity will not require much preparation in terms of materials as most tasks will be completed on the website. The downside, however, is the activity heavily relies on participants having access to internet-connected devices. The ideal situation would be to supply each individual or group with their own computers or laptops. The tasks require a good amount of typing and navigating to other websites, which is highly inconvenient on smaller devices such as tablets or smartphones.

If there is a situation where only one computer is available, the facilitator may maintain control of the device or delegate a participant to be responsible for the website on behalf of the entire group. Unless each participant has access to a device, physical copies of the pre- and post-surveys should be used to provide privacy and promote genuine responses.

Groups that require participants to share computers should identify a person that will be in control before the activity begins. Transferring control of the device to another group member is encouraged, but not necessary.

GROUP ASSIGNMENTS

This group requires a minimum of six members and a maximum of 30 members.

6-11 Participants: Three Groups of 2-3 Members

12-30 Participants: Six Groups of 2-5 Members

Break up established groups into random configurations by counting each individual as 1,2,3 or 1,2,3,4,5,6 and have members rearrange by numbers.

The members will create a group name and choose a person to have Control first. Control will be passed to another member after every scenario.

The person in Control will have the mouse and be responsible for searching and typing. The group is encouraged to provide input.

DATA COLLECTION

Players will see two disclaimers on the first slide of the game explaining some data collection policies.

Facilitators are encouraged to mention these disclaimers at the beginning of the activity. Because audio recording sessions are highly encouraged, emphasize whether there will be audio recordings of the session.

If possible, an individual should be delegated to be a dedicated note-taker. These notes should be added to the discussion boards or submitted to be added to the “Lessons Learned” document.

Consider purchasing writable tablecloths or provide notepads and encourage participants to write their notes/thoughts

There is a slide in the game devoted to collect demographic information from participants. Each participant should add their own demographic information by taking turns with the mouse/keyboard and add using the “+” button.

Please remind participants that their data is kept confidential and anonymized before publication.

TRIGGER WARNING

The first order of business after discussing data collection will be to provide a trigger warning. This topic is difficult for many to discuss, as most people have a connection to the subject to varying degrees. Most participants will know someone who has experienced abuse, and some participants may have been victims themselves. Invite participants to take breaks as needed, and take the opportunity to notify the group of the nearby restrooms.

EXPECTATIONS

The next objective is to educate the group about the purpose of this activity and explain a general overview of the process. This is when you will describe your role and the concept of principled impartiality.

It is important to articulate that creating a game about domestic violence is not about trivializing or sensationalizing a serious issue and impartiality does not imply condoning or minimizing the seriousness of abuse.

GROUP GROUND RULES

It is good practice to begin any group activity by creating ground rules. These rules should be formulated and agreed upon as one large group, even if they will be split into smaller groups later.

Some examples that can be suggested are:

- Group members should avoid interrupting or speaking over one another
- All members are encouraged to share, but it is not mandatory
- Leaders may be assigned, but one person should not be overpowering the conversation
- Some groups may require time restrictions or strict limits to sharing to maintain fairness and timeliness
- Are side conversations prohibited or promoted?
- Victim-blaming is prohibited
- Keep it focused on the issue, not the person
-

If it hasn't been mentioned, discuss confidentiality. Emphasize that confidentiality cannot be guaranteed in most cases, but everybody should agree to avoid providing any personally identifiable information about any other group members.

LANGUAGE

You may or may not choose to police the language used by participants, but as the facilitator you should be acutely aware of the verbiage used in this activity.

To an effort to control consistency and clarity, we will refer to people experiencing domestic violence as victims if they are currently being victimized, and survivors if they have left the abusive situation.

The person perpetuating the abuse is often called “offender” but “subject” may be used in situations that benefit from less stigmatizing language.

Try to use person-first language as much as possible, by identifying them as a person first with their characteristic. for example, practice saying person experiencing abuse instead of victim.

It may be a challenge to maintain person-first language consistently, but communicating the difference may be sufficient to educate the group of the importance of language when referring to vulnerable populations.

FEATURES

NOTES

A “Notes” page is made available at the end of each scenario section. Participants should be encouraged to use this space to document details of abuse for later portions of the game, and/or write thoughts, questions, and challenges that arise throughout.

DISCUSSION BOARDS

Each scenario and some activities will have discussion board forums devoted to collecting input from participants linked at the end of the slide. Extra time may be needed to allow for players to contribute to discussion board topics.

INTERLUDES

Between every scenario, there are interstitials falling into the following categories:

- Education
- Activity
- Quotes
- Statistics
- Quiz
- Lit Review
- Narrative

Scenario 0

Slides

Demographics

Trigger Warning

Activity 0a

Activity 0b

Wicked Problem Slide 1

Wicked Problem Slide 2

Name

Pet's Name

Narrative 0

Statistic 0

Education 0

Lit Review 0

EDUCATION 0a

WICKED PROBLEM SLIDE

“Wicked problems are problems that have no possible technical resolution but rather are primarily defined in terms of positive but competing underlying values that we must identify, put on the table, and find ways to work together to negotiate the tensions that inevitably arise.” (Carcasson M., 2020)

What are some complications that can arise in situations of domestic violence?

What values can you identify concerning intimate partner violence.

Participants should add the values they identified and rank accordingly.

Review the next slides.

What was uncovered that was left off the slides presented?

Justify your rankings of both perspectives - victim and offender. If there is time, rank according to cultural and societal norms from the perspective of community members.

ACTIVITY 0b

What are some values that victims may prioritize, or not?

- Safety of Self
 - Safety of Children
 - Companionship
 - Intimacy
 - Nuclear Family
 - Privacy
 - Informed Consent
 -
 -
 -
 -
 -
- Autonomy
 - Dignity
 - Respect
 - Equality
 - Cultural Competency
 - Reproductive Rights
 -
 -
 -
 -
 -

What are some values that offenders may prioritize, or not?

- Power & Control
 - Loyalty & Fidelity
 - Companionship
 - Intimacy
 - Nuclear Family
 -
 -
 -
 -
- Privacy
 - Autonomy
 - Respect
 - Masculinity
 - Position in Society
 -
 -
 -
 -

What are some values that the community may prioritize, or not?

- Safety of Self
 - Safety of Children
 - Safety of Community
 - Lawfulness
 -
 -
 -
 -
 -
 -
- Peacefulness
 - Accountability
 - Societal Norms
 -
 -
 -
 -
 -

Intimate Partner Violence

Loyalty & Fidelity

Nuclear Family

Power & Control

Accountability

Restorative Justice

Privacy

Freedom & Autonomy

Personal Safety

Community Safety

Safety of Children



Intimate Partner Violence

Scenario 1: Privacy vs Obligation

Scenario 2: Privacy vs Transparency & Fidelity

Scenario 3: Freedom of Expression vs Accountability

Scenario 4: Economic Freedom vs Trust

Scenario 5: Safety vs Freedom/Autonomy

Scenario 6: Safety vs Freedom/Autonomy

Scenario 7: Justice vs Autonomy

Scenario 8: Need for Intimacy vs Autonomy

Scenario 9: Companionship vs Safety

Scenario 10: Freedom of Movement vs Power & Control

Scenario 11: Reproductive Rights vs Power & Control

Scenario 12: Access to Community Resources vs Privacy

Scenario 13: Impartiality vs Solidarity

Scenario 14: Nuclear Family vs Safety

Scenario 15: Freedom of Movement vs Safety

Scenario 16: Safety vs Power & Control

Scenario 17: Restorative Justice vs Retributive Justice

CHARACTER BUILDING

This step asks the participants to choose a name for their character, and select a gender.

This is a good time to discuss gender. This activity currently limits the available options to male or female, but this game was created to be as gender-neutral as possible to signify that non-binary and same-sex couples also experience abuse. It is also important to highlight that domestic violence is predominately male-perpetrating abuse towards a female victim, enabled by a patriarchal society.

An additional barrier will be selected, and these options are Rural, Partner in Position of Power, Disabled, Doesn't Drive, and LGBTQIA.

A "position of power" could mean a police officer, judge, law maker, successful business executive, etc.

Disabled could include Deaf and Hard of Hearing, wheelchair users, cognitively impaired, Autism Spectrum Disorders, etc.

LGBTQIA could involve transgender or gender nonconforming persons, same-sex relationships, and for the purpose of this exercise you could include polyamorous relationships and nontraditional family configurations.

The participants should keep this barrier in mind throughout this activity, and there will be opportunities to explore other intersectional factors throughout each scenario.

The participants will also be asked to imagine a pet and give them names.

EDUCATION 0b

DEFINITION CLAIMS

Discuss these different definitions of domestic and intimate partner violence.

Intimate Terrorism

Violent Resistance

Situational Couple Violence

What are the key characteristics that distinguish intimate terrorism, violent resistance, and situational couple violence from each other?

What was surprising about these definitions?

Did any of the definitions leave anything or anyone out?

How do victims experience and perceive their abuse differently?

EDUCATION 0b

FOUNDATIONS OF FACTS

“About 1 in 3 women and 1 in 4 men report having experienced severe physical violence from an intimate partner in their lifetime.”

National Coalition Against Domestic Violence

Establish foundational agreed-upon facts:

- Are there differences in the definitions of domestic violence, domestic abuse, and intimate partner violence?
 - Abuse does not necessarily involve physical violence
 - What constitutes an “intimate partner”
 - Who is included/excluded?
 - Dating relationships
 - Cohabitation
 - Same-sex relationships
 - Ex-partners
- What are the different types of abuse?

Mental, Emotional, Verbal, Technological, Stalking, Child, Pet, Sexual, Economic, Medical, etc.

Scenario 1

Bystanders, Male Victims

Slides

Tensions and Questions 1

Quotes 1

Education 1

Lit Review 1

Quiz 1

Notes 1

TENSIONS 1

RIGHT TO PRIVACY VS OBLIGATION TO INTERVENE

Individuals have the right to control one's personal information, relationships, and choices without unwarranted intrusion or interference from others.

However, the obligation to intervene in situations of domestic violence arises from the imperative to protect individuals from harm, particularly when they are in vulnerable or abusive situations.

QUESTIONS FOR DISCUSSION

- Are bystanders obligated to intervene?
- Are there any policies that require intervention or any protections for bystanders that do intervene?
- Discuss the dangers that are involved with intervening in violent situations.
- How can the average citizen assist victims and law enforcement?

QUIZ 1

QUESTIONS

- **What is the first thing the mother should do?**
 - Ensure Safety
 - Listen and Validate
 - Believe Them
 - Provide Information
 - Document Information
 - Offer Emotional Support
 - Respect Their Choices
 - Make a Plan to Follow Up

- **What are the first steps to get a restraining order?**
 - Find the Requirements
 - Document Incidents
 - File a Petition
 - Attend a Hearing
 - Receive a Temporary Order
 - Serve the Perpetrator
 - Attend a Final Hearing
 - Receive a Permanent Order

Scenario 2

Technology, Stalking

Slides

Narrative 2

Tensions and Questions 2

Education 2

Activity 2

Quote 2

Lit Review 2

Statistics 2

Notes 2

TENSIONS 2

RIGHT TO PRIVACY VS TRANSPARENCY & FIDELITY

Monitoring a partner's phone activity infringes on their privacy rights. Individuals are entitled to privacy, even in intimate relationships.

The other partner has a desire for transparency and openness, and may use technology as another tool to exert their control over their partner.

QUESTIONS FOR DISCUSSION

- What other ways do abusers exert control over their partner's tech devices?
 - Demanding Passwords
 - Requiring Location Sharing
- What policies are in place that protect victims from virtual surveillance?
- How can potential victims protect themselves and their devices?
- How can we raise awareness about the risks of virtual surveillance and promote informed consent and ethical use of technology within relationships?

EDUCATION 2

POWER & CONTROL WHEEL

The Power & Control Wheel is designed to illustrate the tactics used by perpetrators to exert power and control over their victims in abusive relationships. It identifies various forms of abuse and control, organized into categories around the perimeter of the wheel.

The wheel categorizes abusive behaviors into eight main types, which include physical abuse, sexual abuse, emotional abuse, economic abuse, using children, using coercion and threats, using intimidation, and using privilege.

At the center of the Power & Control Wheel is the concept of power and control. It emphasizes that domestic violence is not simply about anger or conflict but rather about one person's systematic efforts to dominate and control another.

The Power & Control Wheel is commonly used as an educational tool in domestic violence prevention and intervention programs. It helps survivors and advocates recognize patterns of abusive behavior, understand the dynamics of power and control, and identify strategies for safety and intervention.

This project will present several variations of this wheel concept, including economic abuse, child abuse, etc.

ACTIVITY 2

RELATIONSHIP FLAGS

At this starting point, the character is 16 and is partaking in a presentation led by a teen advocate from the local domestic abuse shelter.

This activity asks the participants to independently identify green, yellow and red flags in relationships.

To begin, you will need to clarify what is meant by these distinctions.

A relevant article from The National Domestic Violence Hotline is linked and can serve as a reference for this activity.

Green flags are qualities that indicate positive features and healthy behaviors within a relationship.

Yellow flags represent potential concerns or areas of caution within a relationship that may warrant further attention or discussion.

Red flags indicate significant concerns or warning signs within a relationship that may be indicative of unhealthy or potentially harmful dynamics.

Additional space has been provided to add to the list

ACTIVITY 2a

RED FLAGS

Controlling Behavior

Blaming Others

Possessiveness

Manipulation

Threats

Invasion of Privacy

Invasion of Personal Space

Extreme Mood Swings

Disrespect

Gaslighting

Compulsive Lying

Disregard for Boundaries

Infidelity

Gaslighting

Escalating Verbal Arguments

Substance Abuse Issues

Explosive Anger

Lack of Empathy

Emotional Blackmail

Threats of Self-Harm

Frequent Breakups and Makeups

Unhealthy Attachment

Pressure to Change

Unilateral Decision-Making

Disregard for Consent

Unexplained Fluctuations in Affection

Excessive Demands for Attention

ACTIVITY 2b

YELLOW FLAGS

Behaviors or characteristics that may indicate potential concerns but not as immediately alarming as red flags. They may signal a need for caution rather than an immediate cause for alarm.

Poor Communication Skills

Unhealthy Boundaries

Inconsistency

Isolation

Lack of Accountability

Passive-Aggressive Behavior

Difficulty Handling Disagreements

Excessive Control Over Finances

Pressure to Commit Quickly

Unpredictable Reactions

Dependency

Unrealistic Expectations

Defensiveness

Difficulty Managing Stress

Unresolved Past Issues

Dismissive Attitude

Boundary Testing

Resistance to Compromise

Unwillingness to Seek Help

Impulsivity

Unpredictable Reactions

Disregard for Privacy

Inability to Apologize

Are any of these red flags?

ACTIVITY 2c

GREEN FLAGS

Dependability

Effective Communication

Shared Decision-Making

Adaptability

Healthy Intimacy

Gratitude

Apologizing and Forgiveness

Shared Responsibilities

Equality and Fairness

Healthy Compromise

Transparency

Resilience

Respect for Boundaries

Constructive Conflict Resolution

Personal Growth

Authenticity

Empathy

Scenario 3

Revenge Porn

Slides

Tensions and Questions 3

Quotes 3

Narrative 3

Education 3

Activity 3

Notes 3

TENSIONS 3

RIGHT TO EXPRESSION VS ACCOUNTABILITY

Individuals have the right to sexual expression and may create explicit content for personal use to share at their discretion. These individuals have a right to autonomy and privacy.

Others argue that individuals should expect explicit material will be made public, once the content is distributed, the victim cannot control what the recipient does.

QUESTIONS FOR DISCUSSION

- Do recipients of such content have an obligation to maintain privacy, or was the right to privacy rescinded once the content was shared?
- Discuss cases where digital manipulation is used to create and publish pornographic content in retaliation.
- What policies are in place that protect victims from revenge porn?

EDUCATION 3

ABUSE TENSION CYCLE

Review and discuss the “abuse cycle”

3 Phases:

- Tension-Building - The victim may try to placate the abuser, avoid conflict, or walk on eggshells to prevent the situation from worsening.
- Explosion - The abuser may justify or minimize their actions, blaming the victim or external circumstances for their behavior.
- Reconciliation - The victim may experience a sense of relief or hope during this phase, believing that the abuse was an isolated incident and that the abuser genuinely intends to change. The abuser may shower the victim with gifts, affection, or promises of a better future, further reinforcing the cycle of abuse.

Is anything missing from this example?

Was anything surprising about this?

Do you agree with the sentiment that this “abuse cycle” places some blame on the victim?

ACTIVITY 3

HOTLINE

There are two parts to this activity - the first part requires the participants find a number of hotlines. They will also be asked to find local hotlines and hotlines for male victims.

The second part of this activity will require at least two participants, as the ideal implementation of this activity would have one participant role-play the part of the victim, while the other plays as the hotline worker. The roles should then be switched, ideally with a different participant. However, in cases of odd group numbers or logistical difficulties, this activity can be adapted.

Scenario 4

Economic Abuse

Slides

Tensions and Questions 4

Education 4

Statistics 4

Quotes 4

Notes 4

TENSIONS 4

ECONOMIC RESPONSIBILITY VS TRUST

Many may argue that every person is responsible for their own economic status. Victims of economic abuse have access to resources to help them regain their independence.

On the other hand, another group may argue that spouses are obligated to share their economic resources, and should be able to trust that their partner will meet the needs of the family.

QUESTIONS FOR DISCUSSION

- What is the difference between sharing financial resources and economic abuse?
- How can victims save funds without alerting their abuser?
- What policies are in place that protect victims?
- Are there cultural reasons why economic abuse may be more prevalent in some groups?

Scenario 5

Law Enforcement

Slides

Tensions and Questions 5

Activity 5

TENSIONS 5

AUTONOMY VS MANDATED ARRESTS

Many DV advocates argue that mandated arrests help to interrupt violence by forcing the pair to separate and provide some sort of accountability.

On the other hand, many advocates believe mandated arrests can cause violence to escalate, remove autonomy from the victim, and may not result in the correct arrest.

QUESTIONS FOR DISCUSSION

- How do mandated arrest policies impact victims' willingness to report incidents of domestic violence or other offenses?
- What are the potential drawbacks or unintended consequences of mandated arrest policies on victims, offenders, and communities?
- How do mandated arrest policies intersect with issues of race, gender, socioeconomic status, and other forms of identity?

QUIZ 5

MANDATED ARRESTS

Some districts have mandatory arrest policies. The rationale for these policies was in response to criticism that officer discretion leads to inconsistency, leniency towards abusers and elevates the risk to the victim.

Mandatory arrest policies typically outline specific criteria that must be met for an arrest to occur.

What criteria do you think warrants an arrest?

- evidence of physical injury to the victim
- the presence of a protective order
- the use of a weapon
- a history of prior incidents.

Opponents of this policy argue that mandatory arrest policies can undermine victim autonomy and discourage reporting, particularly in cases where victims fear retaliation or are financially dependent on their abusers.

Discuss the implications of mandatory arrest policies.

ACTIVITY 5

SAFETY PLAN

Participants will be directed to an external website to complete the safety plan. Encourage players to submit “yes” as much as possible to explore all possible options.

In the end, they will have an opportunity to “Print the Result,” but instead, they will save it as a PDF.

They will attach the Safety Plan pdf to the form.

GO-BAG CHECKLIST

- IMPORTANT DOCUMENTS FOR SELF _____
- IMPORTANT DOCUMENTS FOR KIDS _____
- IMPORTANT DOCUMENTS FOR PETS _____
- EXTRA SET OF CAR & HOUSE KEYS _____
- EXTRA MEDICATIONS/GLASSES _____
- EXTRA CLOTHES & SHOES _____
- PHONE CHARGER/POWER BANK _____
- CASH/GIFT CARDS WHEN POSSIBLE _____
- WHAT IMPORTANT DOCUMENTS? _____
- WHAT ELSE? _____

Scenario 6

Mental Healthcare, Mandated Reporting

Slides

Tensions and Questions 6

Quotes 6

Activity 6

Education 6

Lit Review 6

TENSIONS 6

SAFETY VS FREEDOM/AUTONOMY

The law allows healthcare professionals to commit individuals they believe are at risk of harming themselves or others. Society has deemed that personal safety tops autonomy.

There are groups that would argue that the healthcare system is flawed and can be used to exert control unnecessarily.

QUESTIONS FOR DISCUSSION

- How can law enforcement and healthcare providers ensure the information given by intimate partners is correct and not done in retaliation?
- How can healthcare and mental health providers support victims during their admission?
- How can society reduce the stigmatization of domestic violence and mental illness?

Scenario 7

Court, No-Drop Policy

Slides

Tensions and Questions 7

CBT/Duluth

Activity 7

TENSIONS 7

SAFETY VS FREEDOM/AUTONOMY

The law allows healthcare professionals to commit individuals they believe are at risk of harming themselves or others. Society has deemed that personal safety tops autonomy.

There are groups that would argue that the healthcare system is flawed and can be used to exert control unnecessarily.

QUESTIONS FOR DISCUSSION

- How can law enforcement and healthcare providers ensure the information given by intimate partners is correct and not done in retaliation?
- How can healthcare and mental health providers support victims during their admission?
- How can society reduce the stigmatization of domestic violence and mental illness?

ACTIVITY 7

MOTIVATIONAL INTERVIEWING

Each participant should have a turn as the interviewer and interviewee. Using the 3I's example, each turn should highlight a different issue.

Examples:

- Substance Use/Withdrawal
- Compulsive Gambling
- Road Rage
- Financial Stressors
- Disagreement About Children
- Chronic Pain
- Work Stressors

Scenario 8

Consent / Coercion

Slides

Tensions and Questions 8

Statistic 8

Quotes 8

Notes 8

TENSIONS 8

NEED FOR INTIMACY VS AUTONOMY

Some partners have expectations for intimacy, as it is an important aspect of the relationship. Partners should have the right to request that their needs be met.

However, every person has the right to bodily autonomy that allows them to have absolute control over their sexual activity.

QUESTIONS FOR DISCUSSION

- Do partners have a right to request intimacy?
- At what point does persistence turn into coercion?
- How might cultural beliefs change this dynamic?
- Is there such a thing as implied consent in established relationships? What sorts of acts are considered to have implied consent?
 - Kissing
 - Touching

Scenario 9

Pet Abuse

Slides

Tensions and Questions 9

Activity 9

Education 9

Notes 9

TENSIONS 9

COMPANIONSHIP VS SAFETY

Companionship provided by pets is an important aspect of many people's lives. Pets provide many emotional benefits and, in some cases, can perform important tasks such as guiding, alerting, and protecting.

Many animal advocates would argue, however, that no animal should be in a position where they could be subjected to harm or abuse.

QUESTIONS FOR DISCUSSION

- How do pets complicate the process of leaving an abusive situation?
- Do pet owners have an obligation to remove their animals from violent abuse?

Scenario 10

Undocumented, Culture

Slides

Tensions and Questions 10

Quotes 10

Quiz 10

Notes 10

TENSIONS 10

FREEDOM OF MOVEMENT VS CONTROL

It can be argued that freedom of movement is a universal human right, and immigration is an acceptable trade-off of living in a privileged country.

Others believe that immigration should be tightly controlled and that reporting undocumented immigrants is a patriotic act. Abusers believe they have the right to use their partner's undocumented status as leverage for ultimate control.

QUESTIONS FOR DISCUSSION

- What policies currently exist to protect immigrants in cases of domestic abuse?
- How do cultural norms complicate the issue of domestic violence?
- How do communities balance the needs of immigrants against the desires of their community members?
 - Tax payers don't want to fund
 - Risk of deportation and immigration policy enforcement

QUIZ 10

CULTURE

Countries that do not have laws prohibiting domestic violence:

<https://www.worldatlas.com/articles/nations-without-domestic-violence-regulation.html>

<https://genderdata.worldbank.org/indicators/sg-leg-dvaw/>

Cultural Considerations:

- Language Barriers •
- Family Obligations •
- Societal Norms •
- Religious Beliefs •
- Immigration Status •

Dominant Minorities:

Participants are asked to think about the minority groups they most come across in their daily lives within their community. This can be racial and religious minorities, and immigrants from specific countries or continents.

If relevant, discuss the historical reasons why those minorities are concentrated in your area.

ACTIVITY 10

VIDEO

Why Domestic Violence Victims Don't Leave By Leslie Morgan Steiner

Play the video individually or as a group.

You have the ability to play the video at 1.25 or 1.5 speed.

Questions for discussion after the video:

According to Steiner, what were some of the warning signs of abuse that she experienced in her own relationship? How did she initially rationalize or downplay these warning signs?

What factors contributed to Steiner's decision to stay in her abusive relationship, even when she recognized the danger?

How does Steiner advocate for a shift in focus from 'why doesn't she leave?' to 'why does he abuse?'

How does Steiner emphasize the importance of empathy and understanding when supporting victims of domestic violence?

How did Steiner's experience of abuse impact her sense of self-worth and her ability to reach out for help?

Scenario 11 a/b

Reproductive Rights

Slides

Tensions and Questions 11 a & b

Activity 11

Quotes 11

Notes 11

Note

If a gender is not selected at the beginning of the game, Scenario 11 will not appear, but the related slides will remain.

TENSIONS 11 a/b

REPRODUCTIVE RIGHTS VS POWER & CONTROL

No person should ever be coerced or deceptively made to parent a child. Every man and woman has the right to reproductive freedom, and is entitled to make the choice to use birth control.

Abusers use tactics such as forced parenting to exert power and control over their partner. Offenders rely on systemic weaknesses such as patriarchal oppression or pro-life legislation to support their choices to control.

QUESTIONS FOR DISCUSSION

- How can female victims of forced parenting approach this situation? Male victims?
- How does pro-life legislation complicate instances of forced parenting?
- How can society reduce the stigmatization of domestic violence and mental illness?
- What legal protections exist for individuals who experience contraceptive sabotage?

Scenario 12

Rural, Transportation

Slides

Tensions 12

Quotes 12

Quiz 12

Activity 12

Notes 12

TENSIONS 12

ACCESS TO COMMUNITY RESOURCES VS PRIVACY

The law allows healthcare professionals to commit individuals they believe are at risk of harming themselves or others. Society has deemed that personal safety tops autonomy.

There are groups that would argue that the healthcare system is flawed and can be used to exert control unnecessarily.

QUESTIONS FOR DISCUSSION

- How can law enforcement and healthcare providers ensure the information given by intimate partners is correct and not done in retaliation?
- How can healthcare and mental health providers support victims during their admission?
- How can society reduce the stigmatization of domestic violence and mental illness?

ACTIVITY 12

RIDESHARE

Participants will be asked to find the nearest shelter from Hobson, MT.

They should determine how long the drive is via Google Maps.

Players will be tasked with obtaining a fare estimate from a ridesharing aggregate website.

The address to be used for the “from” destination can be found on the game website to be copied and pasted.

The “to” destination will be the address from the closest shelter.

Once the addresses have been submitted, players will enter the estimated fare amount, which will be deducted from their savings.

Scenario 13

Post-Separation

Slides

Tensions and Questions 13

Education 13

Quotes 13

Notes 13

TENSIONS 13

IMPARTIALITY VS SOLIDARITY

The law allows healthcare professionals to commit individuals they believe are at risk of harming themselves or others. Society has deemed that personal safety tops autonomy.

There are groups that would argue that the healthcare system is flawed and can be used to exert control unnecessarily.

QUESTIONS FOR DISCUSSION

- How can law enforcement and healthcare providers ensure the information given by intimate partners is correct and not done in retaliation?
- How can healthcare and mental health providers support victims during their admission?
- How can society reduce the stigmatization of domestic violence and mental illness?

ACTIVITY 13

HOUSING

Players will spend approximately 15 minutes searching for housing in their chosen location. You may choose to implement additional requirements:

- One bedroom per child + one bedroom for self
- Rent must not exceed 50% of your income
- Must be on a bus line or walkable city
- Must be within 20 miles of a location
- Must allow pets
- Laundry on site
- Gated entry
-
-
-
-

Scenario 14

Custody

Slides

Tensions and Questions 14

Lit Review 14

Education 14

Statistics 14

Quiz 14

Notes 14

TENSIONS 14

NUCLEAR FAMILY VS SAFETY

The law allows healthcare professionals to commit individuals they believe are at risk of harming themselves or others. Society has deemed that personal safety tops autonomy.

There are groups that would argue that the healthcare system is flawed and can be used to exert control unnecessarily.

QUESTIONS FOR DISCUSSION

- How can law enforcement and healthcare providers ensure the information given by intimate partners is correct and not done in retaliation?
- How can healthcare and mental health providers support victims during their admission?
- How can society reduce the stigmatization of domestic violence and mental illness?

Scenario 15

Order of Protection

Slides

Tensions and Questions 15

Activity 15

Education 15

TENSIONS 15

FREEDOM OF MOVEMENT VS SAFETY

The law allows healthcare professionals to commit individuals they believe are at risk of harming themselves or others. Society has deemed that personal safety tops autonomy.

There are groups that would argue that the healthcare system is flawed and can be used to exert control unnecessarily.

QUESTIONS FOR DISCUSSION

- How can law enforcement and healthcare providers ensure the information given by intimate partners is correct and not done in retaliation?
- How can healthcare and mental health providers support victims during their admission?
- How can society reduce the stigmatization of domestic violence and mental illness?

Scenario 16

Homicide

Slides

Tensions and Questions 16

Statistics 16

Quotes 16

Activity 16

TENSIONS 16

FREEDOM OF MOVEMENT VS SAFETY

The law allows healthcare professionals to commit individuals they believe are at risk of harming themselves or others. Society has deemed that personal safety tops autonomy.

There are groups that would argue that the healthcare system is flawed and can be used to exert control unnecessarily.

QUESTIONS FOR DISCUSSION

- How can law enforcement and healthcare providers ensure the information given by intimate partners is correct and not done in retaliation?
- How can healthcare and mental health providers support victims during their admission?
- How can society reduce the stigmatization of domestic violence and mental illness?

ACTIVITY 16

FATALITY REVIEW TEAM

What service providers were the victim and offender exposed to throughout the game?

- Police Officers
- Lawyers, Judges
- Victim Advocate
- Healthcare Workers - ED, Psych
- Mental Health Provider
- Hotline Worker
- Shelter Advocate
- Offender Treatment Provider
- Probation Officers
-
-

In addition to the professional perspectives above, what other perspectives should be investigated?

- V & O Parents
- V & O (Adult) Children
- Siblings & In-Laws
- Friends
- Coworkers & Employers
- Mental Health Providers
- Healthcare Workers
- Peers, Neighbors
- Children's Educators & Caregivers
-
-

Scenario 17

Restorative Justice

Slides

Tensions and Questions 17

Activity 17

Lit Review 17

TENSION 17

ACCOUNTABILITY VS RETRIBUTION

The law allows healthcare professionals to commit individuals they believe are at risk of harming themselves or others. Society has deemed that personal safety tops autonomy.

There are groups that would argue that the healthcare system is flawed and can be used to exert control unnecessarily.

QUESTIONS FOR DISCUSSION

- How can law enforcement and healthcare providers ensure the information given by intimate partners is correct and not done in retaliation?
- How can healthcare and mental health providers support victims during their admission?
- How can society reduce the stigmatization of domestic violence and mental illness?

ACTIVITY 17

JUSTICE

Option 1: Asynchronous Victim-Offender Mediation

Have participants role-play various positions in this exercise and write letters from each of these perspectives:

- Victim
- Offender

Option 2: Face-to-Face Victim-Offender Mediation

Have participants role-play various positions in this exercise:

- Victim
- Offender
- Mediator

Option 3: Traditional Criminal Justice Approach

Have participants role-play various positions in this exercise:

- Victim Representative
- Offender Representative
- Judge

ACTIVITY 17b

ACTOR MAPPING

Actor mapping invites participants to consider the relevant actors within these scenarios. This will be a simplified activity based on the FSG.org Guide to Actor Mapping.

As the facilitator, you may determine:

- The desired geographic scale of the map (e.g., local, regional, national)
- The degree of specificity desired of the map (a generic actor map focuses on different types of actors, whereas a specific actor map focuses on specific organizations, initiatives, and/or individuals).

Consider these questions:

- What people or places do core stakeholders interact with on a regular basis?
- What organizations support or influence those that interact with the core?
- Who funds relevant people, places, or organizations?
- Who conducts relevant research?
- Who sets policy?

ACTOR MAP

HEALTHCARE

- Hospitals
- Doctors ◦ Clinics
- Nurses ◦ Abortion Providers
- EMT ◦ Women's Health Orgs
- Social Workers

FRIENDS / FAMILY

- V &/or O Children
- V & O Parents / Grandparents
- Siblings / In-Laws
- Friends, Co-Workers
- Family Courts
- Supervised Visit Center
- Childcare Providers

DV SERVICES

- DV Shelters
- Homeless Shelters
- Warming/Cooling Shelters
 - Advocates & Case Workers
 - Peers
 - Peers' Children
 - Volunteers
 - Hotline Workers

DOMESTIC VIOLENCE

- Victim (V)
- Offender (O)

MENTAL HEALTH

- Therapist
- Case Manager
- Psychiatrist
- Employee Assistance Programs
- Support Groups
- Lay Counsellors
- Peer Support

COMMUNITY

- Childrens' Schools
- Colleges
- Treatment Orgs
- Restorative Justice Org
- Religious Orgs
- Church/Mosque/Synagogue
- Cultural Groups
- Immigration
- Teachers
- Neighbors
- Employers
- Law-Makers
- Religious Leaders

CRIMINAL JUSTICE

- Law Enforcement
- Corrections
- Lawyers & Judges
- Victim Advocate
- Probation Officers
- Treatment Peers
- Jail/Prison
- Court
- Mandated Treatment Facilities

Conclusion

Slides

Questions to End With
Post-Survey
Review

QUESTIONS TO END WITH

What types of abuse were explored?

- a. Verbal Abuse
- b. Financial Abuse
- c. Sexual Abuse
- d. Mental Abuse
- e. Digital Abuse
- f. Animal Abuse
- g. Child Abuse
- h.

Were there any perspectives missed?

- a. BIPOC
- b. Elderly
- c. Non-Monogamous
- d. Non-English Speakers
- e.

How does culture influence the decisions that were made?

- a. Cultures of male superiority
 - i. Christianity
 - ii. Islam
- b. Mistrust of systems
 - i. Institutional Racism
 - ii. Child Welfare
- c.

CLOSURE

This activity will be extremely emotionally draining for many participants, not only because of the sensitive topic, but the activities and questions require intense brain power. To conclude this activity, you may want to take the opportunity to conduct a “closure circle”.

For this activity, break apart the groups into one large circle, if possible. If one large group is not possible, create multiple small new groups.

Asking one question at a time, have each participant share their answer to the following questions:

What emotions or thoughts did the activity evoke for you, and how do you plan to process them moving forward?

What message or takeaway would you like to share with others based on your experience in this activity?

What are your go-to feel-good and/or self-wallowing song(s)?

FINISHING UP

Getting Feedback

Dot-Voting Activity: You may be interested in collecting data from your participants using a large surface to organize a range of views/selections and ask participants to place their dot stickers in the appropriate location. This could also be done with a magnetic surface and magnets, but you will have to take a photo to preserve the data.

Online Survey: Participants will be asked to complete a survey when they submit their information on the website. A survey will also be emailed if they prefer to complete at a later time.

Survey Handouts: An example of a closing survey has been provided to hand out at the conclusion of the activity to be collected as participants leave.

Polling: If a tablet is available, participants can submit their vote as they exit. This typically only works if there is a singular exit or enough tablets to be stationed at every exit.

Section 5

The End

Demographics
(Optional)

Age: Gender: Race:

Occupation: Location:

1.

Law Enforcement does a great job intervening in domestic violence.



2.

My community has adequate resources for victims of domestic violence.



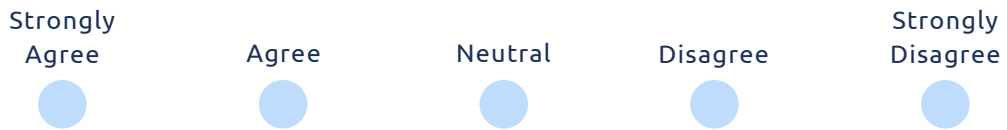
3.

Women often make false accusations for personal gain.



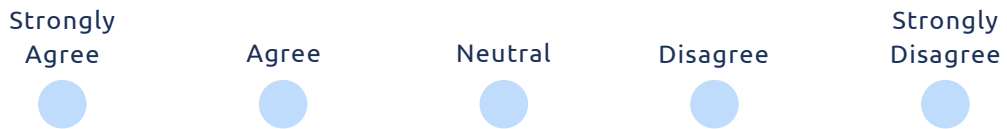
4.

Victims that return to their abuser are weak-minded.



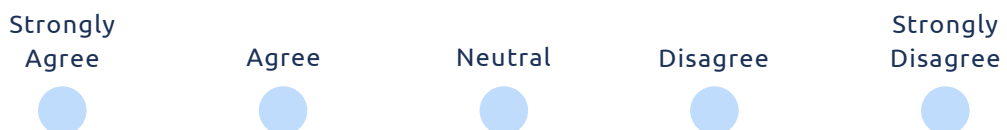
5.

Men can be victims of domestic violence.



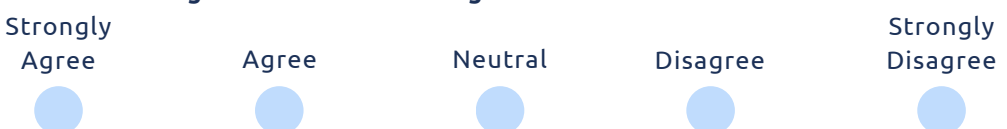
6.

There is a stigma attached to being a male victim of domestic violence.



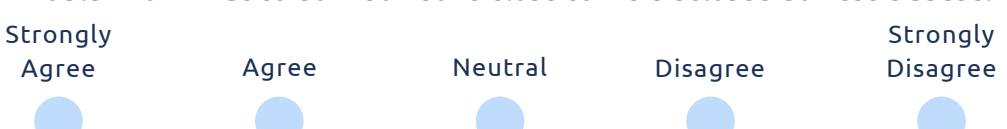
7.

There is a stigma attached to being a female victim of domestic violence.



8.

I would know what to do if someone close to me disclosed domestic abuse.



9.

Some populations have more obstacles when seeking assistance.



REPORTING

Consider the following sections for your report:

- Executive summary
- Table of contents
- Establishing importance of the issue/problem definition
 - Statistics/testimony concerning the problem
- Explanation of the project's purpose
- Project background/development/history
- List/Descriptions of key organizations involved
- Specifics of the process used during the event
 - Include placemat
- Specifics of the process used to develop report
 - General description of deliberation
 - Description of the impact of the project thus far
- Audience - Explanation of convening process
 - Basic data on participants
 - Comparisons to broader relevant community
 - Discussion of representativeness/missing voices
- Analysis of deliberations (content analysis)
 - Key themes/findings
 - Direct quotes from participants
 - Direct quotes from moderators or organizers
 - Survey stats used throughout
 - Changes/Learning
 - Comparisons within data set
 - Differences between data & broader public opinion
 - Differences between data and expert information

REPORTING

- Analysis of deliberations (discourse analysis)
 - Examples of interactions
 - Quality of deliberation
- Key areas of movement/change/learning
 - Areas of common ground/key underlying values
 - Key differences/disagreements
 - Problem areas (wishful thinking, errors, devil figure)
 - Tradeoffs/tough choices
 - Broader range of stakeholders
 - Creativity/innovation
- Use of data moving forward
 - Purpose of the report
 - Issues in need of further discussion/research
 - Next steps/policy recommendations
 - Explicit messages to decision-makers
- External commentaries/responses to data
 - Commentaries/responses by issues experts
- Pictures of the event
- Raw data
- Statistical data from event (surveys or keypads)
 - Focused on the issue
 - Focused on the event/process
- Explanation of impact of deliberation
- Assessment

Carcasson, M. (2011). Reporting on Deliberative Forums: Current Practices and Future Developments.

Section 6

References

REFERENCES

- Adhia, A., Lyons, V. H., Moe, C. A., Rowhani-Rahbar, A., & Rivara, F. P. (2021). Nonfatal use of firearms in intimate partner violence: Results of a national survey. *Preventive Medicine*, 147. <https://doi.org/10.1016/j.ypped.2021.106500>
- Babcock, J. C., Green, C. E., & Robie, C. (2004). Does batterers' treatment work? A meta-analytic review of domestic violence treatment. *Clinical Psychology Review*, 23(8), 1023-1053. <https://doi.org/10.1016/j.cpr.2002.07.001>
- Bekemeier, L. (2023). The Effect of Victims' Attitudes Towards Restorative Justice on the Willingness to Participate in (A)Synchronous Victim-Offender Mediation.
- Bellotti, F., Berta, R., & de Gloria, A. (2010). Designing effective serious games: Opportunities and challenges for research. *International Journal of Emerging Technologies in Learning*, 5(SPECIAL ISSUE 2), 22-35. <https://doi.org/10.3991/ijet.v5s3.1500>
- Bent-Goodley, T. B. (2013). Domestic Violence Fatality Reviews and the African American Community. *Homicide Studies*, 17(4), 375-390. <https://doi.org/10.1177/1088767913497949>
- Breuer, J., & Bente, G. (2010). Why so serious? On the relation of serious games and learning. In *Journal for Computer Game Culture* (Vol. 4, Issue 1). <https://hal.science/hal-00692052>
- Capaldi, D. M., Knoble, N. B., Shortt, J. W., & Kim, H. K. (2012). A Systematic Review of Risk Factors for Intimate Partner Violence. *Partner Abuse*, 3(2), 231-280. <https://doi.org/10.1891/1946-6560.3.2.231>
- Carcasson, M. (n.d.). Fact, Value, Policy Claims. <http://www.pewresearch.org/quiz/news->

REFERENCES

Carcasson, M. (2012). Key Process Distinctions.

Carcasson, M. (2015). The Deliberative Facilitator: Reimagining Facilitator Responsibilities for Deliberative Practice.

Carcasson, M. (2016). Process Matters: Human Nature, Democracy, and a Call for Rediscovering Wisdom. www.cpd.colostate.edu.

Carcasson, M. (2020). National Civic League Between Thick and Thin: Improving Public Engagement through a Wicked Problems Lens. *Review*, 2020(3), 6-14.
<https://doi.org/10.32543/naticivirevi.109.3.0006>

Carcasson, M. (2022). The case for principled impartiality in a hyper-partisan world. *National Civic Review*, 110(4). <https://www.nationalcivicleague.org/ncr-article/the-case-for-principled-impartiality-in-a-hyper-partisan-world/>

Carcasson, M., & Sprain, L. (2016). Beyond Problem Solving: Reconceptualizing the Work of Public Deliberation as Deliberative Inquiry. *Communication Theory*, 26(1), 41-63.
<https://doi.org/10.1111/comt.12055>

Carlson Gielen, A., O'campo, P. J., Campbell, J. C., Schollenberger, J., Woods, A. B., Jones, A. S., Dienemann, J. A., Kub, J., & Wynne, E. C. (2000). III. Violence Against Women: Legal and Public Policy Perspectives Women's Opinions About Domestic Violence Screening and Mandatory Reporting.

Center for Disease Control. (2015). Intimate Partner Violence Surveillance: Uniform Definitions and Recommended Data Elements.

Center for Public Deliberation Colorado State University. (n.d.). STUDENT ASSOCIATE WORKBOOK.

REFERENCES

Collins, E. A., Cody, A. M., McDonald, S. E., Nicotera, N., Ascione, F. R., & Williams, J. H. (2018). A Template Analysis of Intimate Partner Violence Survivors' Experiences of Animal Maltreatment: Implications for Safety Planning and Intervention. *Violence Against Women*, 24(4), 452-476. <https://doi.org/10.1177/1077801217697266>

Connelly, C., & Cavanagh, K. (2007). Domestic abuse, civil protection orders and the "new criminologies": Is there any value in engaging with the law? *Feminist Legal Studies*, 15(3), 259-287. <https://doi.org/10.1007/s10691-007-9069-7>

Cross, T. P., Mathews, B., Tonmyr, L., Scott, D., & Ouimet, C. (2012). Child welfare policy and practice on children's exposure to domestic violence. *Child Abuse and Neglect*, 36(3), 210-216. <https://doi.org/10.1016/j.chiabu.2011.11.004>

CSU Center for Public Deliberation. (2023). *Misinformation Viewpoints_acc*.

Davis, R. C., Smith, B. E., Association, A. B., Davies, H. J., & Bar, A. (2001). Effects of no-drop prosecution of domestic violence • 1 * EFFECTS OF NO-DROP PROSECUTION OF DOMESTIC VIOLENCE UPON CONVICTION RATES. In *Association JUSTICE RESEARCH AND POLICY* (Vol. 3, Issue 2).

Dutton, D. G. (2007). The Complexities of Domestic Violence. *American Psychologist*, 62(7), 708-709. <https://doi.org/10.1037/0003-066X.62.7.708>

Eckhardt, C. I., Crane, C. A., & Sprunger, J. G. (2013). CBT for Perpetrators of Intimate Partner Violence. In *Forensic CBT* (pp. 185-210). Wiley. <https://doi.org/10.1002/9781118589878.ch10>

REFERENCES

Fernández, M. (2006). Cultural beliefs and domestic violence. *Annals of the New York Academy of Sciences*, 1087, 250-260. <https://doi.org/10.1196/annals.1385.005>

Fort Collins, CO Stakeholder Power Analyses-Our Climate Future. (n.d.).

FSG.org. (n.d.). GUIDE TO ACTOR MAPPING.

Goodmark, L. (2017). Should Domestic Violence Be Decriminalized? Should Domestic Violence Be Decriminalized? SHOULD DOMESTIC VIOLENCE BE DECRIMINALIZED? https://digitalcommons.law.umaryland.edu/fac_pubs/1598

Goodrum, S., Umberson, D., & Anderson, K. L. (2001). The batterer's view of the self and others in domestic violence. *Sociological Inquiry*, 71(2), 221-240. <https://doi.org/10.1111/j.1475-682X.2001.tb01109.x>

Heierbacher, S. (2010). Resource Guide on Public Engagement. www.ncdd.org.

Hine, B., Bates, E. A., & Wallace, S. (2022). "I Have Guys Call Me and Say 'I Can't Be the Victim of Domestic Abuse'": Exploring the Experiences of Telephone Support Providers for Male Victims of Domestic Violence and Abuse. *Journal of Interpersonal Violence*, 37(7-8), NP5594-NP5625. <https://doi.org/10.1177/0886260520944551>

Hines, D. A., Brown, J., & Dunning, E. (2007). Characteristics of callers to the domestic abuse helpline for men. *Journal of Family Violence*, 22(2), 63-72. <https://doi.org/10.1007/s10896-006-9052-0>

Johnson, M. P. (2005). Domestic Violence: It's Not about Gender: Or Is It? In *Source: Journal of Marriage and Family* (Vol. 67, Issue 5). <https://www.jstor.org/stable/3600300>

REFERENCES

Jonas-van Dijk, J., Zebel, S., Claessen, J., & Nelen, H. (2020). Victim-Offender Mediation and Reduced Reoffending: Gauging the Self-Selection Bias. *Crime and Delinquency*, 66(6-7), 949-972. <https://doi.org/10.1177/0011128719854348>

Kaner, S., Lind, L., Toldi, C., Fisk, S., & Duane Berger. (2007). *Facilitator's Guide to Participatory Decision-Making*. <https://download.e-bookshelf.de/download/0000/5874/32/L-G-0000587432-0002384959.pdf>

Martin Carcasson, by, & Professor, A. (2011). *Reporting on Deliberative Forums: Current Practices and Future Developments*.

Meadows, D. H. (2009). *Thinking in Systems*.

Myhill, A. (2017). Measuring domestic violence: context is everything. *Journal of Gender-Based Violence*, 1(1), 33-44. <https://doi.org/10.1332/239868017X14896674831496>

National Domestic Violence Hotline. (n.d.). Gender-based violence in rural communities. <https://doi.org/10.1089/jwh.2001.2891>

National Domestic Violence Hotline. (2015). Emotional or psychological abuse. . https://assets.speakcdn.com/assets/2497/domestic_violence_and_psychological_abuse_ncadv.pdf

National Domestic Violence Hotline. (2016). Economic and Financial Abuse. <http://ncadv.org/files/domestic%20violence%20and%20economic%20abuse%20ncadv.pdf>.

National Domestic Violence Hotline. (2017). Domestic Violence & Sexual Assault. <http://ncadv.org/files/Domestic%20Violence%20and%20Sexual%20Abuse%20NCADV.pdf>.

REFERENCES

National Domestic Violence Hotline. (2020). Stalking. Springer Publishing Company.

https://assets.speakcdn.com/assets/2497/ncadv_stalking_fact_sheet.pdf

National Domestic Violence Hotline. (2023). Domestic Violence & Children. https://assets.speakcdn.com/assets/2497/child_ren_and_dv.pdf

https://assets.speakcdn.com/assets/2497/child_ren_and_dv.pdf

New York State Department of Health. (2013). Case Coordination and Case Conferencing.

https://www.health.ny.gov/diseases/aids/providers/standards/casemanagement/case_coordination_conferencing.htm

Oklahoma Partnership for Public Deliberation. (n.d.). Intimate Partner Violence: What Can We Do?

Pacheco-Velazquez, E., Rodes-Paragarino, V., Rabago-Mayer, L., & Bester, A. (2023).

How to Create Serious Games? Proposal for a Participatory Methodology. *International Journal of Serious Games*, 10(4), 55-73. <https://doi.org/10.17083/ijsg.v10i4.642>

Robinson, A. L., Pinchevsky, G. M., & Guthrie, J. A. (2016). Under the radar: Policing non-violent domestic abuse in the US and UK. *International Journal of Comparative and Applied Criminal Justice*, 40(3), 195-208.

<https://doi.org/10.1080/01924036.2015.1114001>

Rowland, J. (2013). Candidate Number: POL1231 What happens after arrest for Domestic Abuse: A Prospective Longitudinal Analysis of over 2,200 Cases.

Saunders, D. G., Faller, K. C., & Tolman, R. M. (2012). Child Custody Evaluators' Beliefs About Domestic Abuse Allegations: Their Relationship to Evaluator Demographics, Background, Domestic Violence Knowledge and Custody-Visitation Recommendations.

REFERENCES

Storer, H. L., Lindhorst, T., & Starr, K. (2013). The Domestic Violence Fatality Review: Can It Mobilize Community-Level Change? *Homicide Studies*, 17(4), 418-435. <https://doi.org/10.1177/1088767913494202>

Strandberg, K., & Grönlund, K. (2018). Online Deliberation. In *The Oxford Handbook of Deliberative Democracy* (pp. 364-377). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780198747369.013.28>

Websdale, N. (2003). Reviewing Domestic Violence Deaths. *National Institute of Justice Journal*, 250, 26-31.

Websdale, N., Ferraro, K., & Barger, S. D. (2019). The domestic violence fatality review clearinghouse: Introduction to a new National Data System with a focus on firearms. In *Injury Epidemiology* (Vol. 6, Issue 1). BioMed Central Ltd. <https://doi.org/10.1186/s40621-019-0182-2>

Who is Doing What to Whom? Determining the Core Aggressor in Relationships Where Domestic Violence Exists. (n.d.).

Woodlock, D. (2017). The Abuse of Technology in Domestic Violence and Stalking. *Violence Against Women*, 23(5), 584-602. <https://doi.org/10.1177/1077801216646277>

Worcester, N. (2002). Women's use of force: Complexities and challenges of taking the issue seriously. In *Violence Against Women* (Vol. 8, Issue 11, pp. 1390-1415). <https://doi.org/10.1177/107780102762478055>