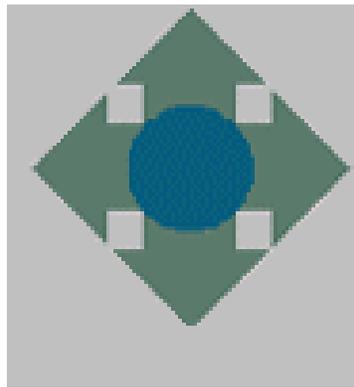

Alberta Women's Shelters Provision of Public Education on Domestic Violence

For the Alberta Council of Women's Shelters

May 2005



by

**Janie Christensen, MSW, Research Associate,
RESOLVE Alberta
University of Calgary**

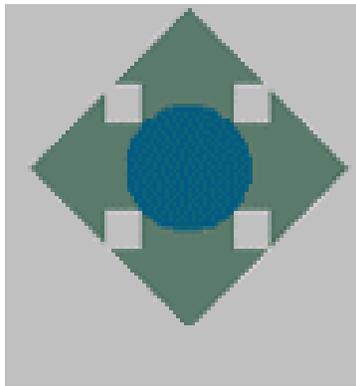
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1.0 Alberta Women's Shelters Provision of Public Education on Domestic Violence

This document provides an analysis of interviews conducted in 2004 with each of the 40 directors or shelter representatives from Alberta's women's shelters in addition to the Alberta Council of Women's Shelters. The interviews were part of a provincial environmental scan on domestic violence services in Alberta funded by the Alberta Ministry of Children's Services, in partnership with the Alberta Council of Women's Shelters. The focus of the environmental scan was to gather information about how each organization addresses domestic violence for women, men, and children in their region. Questions included what kinds of programming is offered, have the programs been evaluated, and is there a coordinated community network of services that addresses domestic violence in their region?

One key question was with respect to whether each organization provides public education on domestic violence, and on what specific topics. Non-shelter agencies that offer public education were also interviewed and details about their programs are available on the document, "An Environmental Scan of Alberta programs to Address Domestic and Sexual Violence" (Tutty & Christensen, 2004).

The analysis in this document, however, focuses on the public education offered by Alberta's women's shelters, as these are often the central agencies in communities that address domestic violence.

In addition to asking the shelter representatives an open question regarding the public education topics they typically provide, we also asked the respondents to forward copies of any materials they use in their public education programs. Thirteen of the 40 shelters provided such documentation, forwarding copies of agendas, handouts and other materials. The following analysis is based on both the responses to the interview questions about public education and the educational materials forwarded. It is imperative to note, however, that this analysis is based on what respondents indicated at the time of the actual interviews when asked the open questions regarding public education 'do you offer public education' and 'on what topics.' That is, the shelters may very well do more than indicated in the interviews.

This report presents information on what topics are offered in the public education presented by Alberta's women's shelters, to what community organizations, what innovations have been developed and an analysis of the similarities and differences in public education programs offered by shelter staff in Alberta.

1.1 Public Education Programming in Urban and Rural Shelters

Perhaps the most notable theme in the interviews was that the role of public education differs between urban shelters, Calgary and Edmonton, and shelters in smaller centres, the category into which most Alberta shelters fit. Several smaller shelters have a staff person dedicated to public education, often combined with a counselling role, and/or part time. A few have stand-alone staff positions that provide public education. None of the shelters in Calgary or Edmonton have a paid staff that handle public education, though one has a "communications officer." Several shelters in smaller cities noted that they are the only agency in their areas that offer public education on domestic violence.

Several respondents from rural centres highlighted a barrier in offering public education, as it is more difficult for people in rural communities to disclose domestic violence or to stay in a shelter. One fear on the part of the shelter staff is that if they do a large amount of public education, they might receive a response that would be difficult to manage. The following quotes highlight additional issues in providing services in rural locales, taken from the interviews with rural shelter staff respondents:

We don't have enough funding or staffing to send out letters to all the schools offering our services because we'd be inundated. This involves travel and expenses that go with that and the most important people for us to reach are the people in the isolated communities that don't have access to the information.

Everybody knows everybody. You can't run to the neighbor and use the phone because then that neighbor is telling everyone you're getting beat up. And then you're getting beat up for telling the neighbor. The neighbors don't usually like to get involved because they know the batterer.

It's not something we want to talk about in this town yet, so you work around it in the most innovative ways you can. Having some funding for public education would be so helpful. Number one on everybody's list of how we should be dealing with family violence is more education.

The cities, especially Calgary and Edmonton, have other agencies that offer public education. One comment from a shelter director in Calgary highlights this:

Everyone really does that [education]. HomeFront had a great program, Calgary Counselling, Peer Support, Calgary Coalition.

While Calgary, Edmonton, Lethbridge and Red Deer all have community organizational bodies that address domestic violence, most other areas do not. In Edmonton, the Community Initiative Against Family Violence (CIAFV) is comprised of 52 agency representatives that deal solely with domestic violence. It is divided into several working teams, one of which is designed exclusively to public education on domestic violence in the city of Edmonton. In Calgary, HomeFront, the Calgary Coalition on Family Violence, Violence Information and Education Centre (VIEC) and the Action Committee Against Violence (ACAV) all do public education and training on domestic violence, in addition to what the shelters offer. The existence of these coordinating bodies perhaps explains the different nature of public education as it is offered out of smaller centres. That is, shelters in urban areas appear to typically be connected to other coordinating bodies that might also be involved in public education efforts, where those in more remote areas may be the only resource on domestic violence in a large area.

1.2 Topics Addressed in Shelter Public Education

An important question for the evaluation was what topics are addressed when the shelter staff provide public education. As noted, all shelters provide public education in some form, even if it is infrequent or limited to what services and resources the shelters typically provide. A frequent audience for presentations is service clubs or schools.

Shelter staff commonly provide information about the myths about abuse (Cold Lake, Harbor House, Phoenix House), profiles of abusers (Fort McMurray, Harbor

House, High Level), and why women stay in abusive relationships (Fort McMurray, Harbor House, High Level).

One might imagine that the topics would be limited to information about intimate partner violence. Interestingly, though, staff from Alberta women's shelters often provide information about bullying, elder abuse, teen dating and healthy relationships, as well as anger management. Those shelter participants from rural areas noted offering public education on these topics in several of the interviews.

Second-stage shelters, most of which are in Calgary and Edmonton, further reflected some differences in public education. Second stage shelters are those in which women and children stay for up to six months, usually following a stay in an emergency shelter. By their nature, second stage shelters are less crisis oriented and more geared towards helping women make long term transitions away from domestic violence. Some of these, Youville and Brenda Strafford Centre in Calgary, both noted they readily speak about domestic violence on request, provide tours of their facilities, but that this typically consists of speaking to corporations or on behalf of the United Way, a major funder. Other second stage shelters, Discovery House in Calgary for example, detailed a significant amount of public education to the public and in schools.

In comparison, the other large emergency shelters in urban settings are generally more program-oriented, some offering programs for youth or adults in the community. For example, the 'Non-Abusive Futures' program out of Calgary Women's Emergency Shelter is an in-school program for adolescents on violence prevention. The Families and Schools Stopping Abuse program out of the YWCA Sheriff King Home in Calgary, is also a group program offered in schools for younger children. These are more treatment focused than geared towards public education.

Further, urban shelter's activities in public education seem to be often quite specialized, producing manuals on risk assessment, prevention programs for children exposed to domestic violence, elder abuse, and dating violence. Urban area shelters then, provide significant amounts of public education, but of a different nature often, more geared to their programming or training efforts in some cases. Of note, we did not ask shelter directors to indicate professional development activities, which many shelters obviously are actively involved in, with local agencies or justice. Harbour House in Lethbridge for example, provides training on domestic violence to the local justice community. One representative from the YWCA Sheriff King Home in Calgary travels throughout the province and provides training to schools and education staff on domestic violence, and this agency also provides training on risk assessment.

Some of the shelters in urban areas are specialized, or serve specific populations. Youville in Calgary focuses on mental health and substance abuse issues, in addition to domestic violence, and the Sonshine Centre, also in Calgary, is a Christian based organization that focuses much of its public education in the faith communities. Awo Taan Native Women's Shelter in Calgary is open to all women and children, but would provide public education on how domestic violence affects Aboriginal populations in particular, and within that context. Shelters on reserves as well, would frame their public education efforts on violence within that context. Specialization then, might also determine the direction or nature of public education efforts.

1.3 Shelter Public Education in Community Settings

This section describe some of the specialized domestic violence topics offered in public education presentations by shelter staff and with what community partners (schools, colleges, substance abuse programs and churches). More details on the specific shelter programs can be found in Appendix I and II.

1.3.1 Public Education in Schools

From kindergarten to high school, schools at all levels often utilize the expertise of shelter staff to provide information or skill-training to students about a number of different aspects of violence including dating violence, bullying, and elder abuse.

Twenty shelter representatives noted that their organizations provide presentations on dating violence and/or healthy relationships in schools (Banff, Crossroads, Cold Lake, Discovery House, Ermineskin, Fort McMurray, Grande Cache, Grande Prairie, High Level, Hinton, Lac La Biche, Lloydminster, Lurana, Peace River, Pincher Creek, Red Deer, Strathcona, Strathmore, Sucker Creek, and Whitecourt). The representative from Ermineskin commented that they do tours of the shelter, explaining what they do. They further mentioned that, as a result of this, some referrals to the shelter are made by teenagers, either the women's children or nieces or nephews who know about the shelter and suggest it to the adults as a means of seeking safety from abuse. Pincher Creek works with different age-groups and gears material to age-appropriate discussions. Much of what they discuss with teens is regarding gender roles, the effects of these on relationships, and how the genders are portrayed in the media.

Apart from providing an outreach counsellor for adolescents, Discovery House, a second stage facility in Calgary, also presents in schools on dating violence, staying safe, the effects of abuse and related areas. Fort McMurray has a program that goes into elementary, junior and senior high schools to talk about bullying, abuse, date rape and teen dating safety.

The majority of the shelter representatives that described educating teens about healthy relationships were from smaller organizations or rural communities. Several other shelter representatives offer public education in schools with younger children on communication and, more specifically, bullying. Sometimes this was on a regular basis and other times, periodically. Camrose, Crossroads, Discovery House, Fort McMurray, High Level, Hinton, Lloydminster, Strathmore, and Whitecourt all provide some education in schools on bullying. Shelter staff from Pincher Creek work with younger children on expressing and identifying feelings, as well as aspects of conflict resolution. It was not clear whether the focus on bullying was requested by the communities, or whether shelters conceptualized the need for this focus to prevent future violence.

As noted earlier, two large shelters in Calgary offer in-school programming for adolescents and children affected by violence. The content and treatment focus on healthy relationships, sometimes including material on bullying. One of these, the 'Non-Abusive Futures' program operated out of Calgary Women's Emergency Shelter; offers programs on healthy relationships to teens aged 14 to 18. The Families and Schools Stopping Abuse program (FASSA), operated by the YWCA of Calgary Sheriff King Home is for younger aged children identified as being bullied or using abusive/bullying behaviours in

schools. Further, Discovery House has an outreach counsellor placed in a Calgary high school that sees teens on a variety of topics including exposure to domestic violence, how to stay safe in relationships, bullying, anger issues, communication, and other areas. However, these are also more program-oriented and focused on treatment than on public education.

Elder abuse is the exclusive focus of two Alberta shelters: Senior's Safe Housing in Edmonton and Kerby Rotary House in Calgary. Both shelters provide access to safe housing for seniors only, offering a safe and supportive space for those experiencing abuse, either in an intimate relationship or from others. Both shelters offer public education on elder abuse in their respective communities. With public education Senior's Safe Housing focuses on the signs of elder abuse, what it is, why it occurs, how elder abuse differs from other forms of domestic violence, available resources and the community model in Edmonton of working with elder abuse. The Kerby Rotary House in Calgary developed a handbook called "Golden Years and Hidden Fears: Elder Abuse, A Handbook for Front-line Helpers Working with Seniors," written by Virginia Boyack in 1997. Kerby representatives also provide public education on elder abuse upon request.

The other shelters in Calgary and Edmonton typically refer requests to speak about elder abuse to the specialized shelters. Of note, the Lloydminster, High Level and Fort McMurray shelters, each in smaller Alberta communities, include elder abuse in their public education presentations.

1.3.2 Public Education in Colleges and Universities

Four shelters (Camrose, Hinton, Lac La Biche and Medicine Hat) collaborate with local colleges to address domestic violence. Representatives from the shelter in Hinton have been invited to present to a college class about societal attitudes that facilitate domestic violence. Lac La Biche used the college theatre to perform interactive skits that portray the myths around domestic violence and provide question and answer sessions. The audience included both high school and college students.

Staff from the Calgary Women's Emergency Shelter and the YWCA Sheriff King, both in Calgary, have also presented to local colleges and universities about domestic violence. Shelters in Calgary and Edmonton both provide practicum placements for social work and/or psychology students, while more remote areas in the province would not have the capacity to offer student placements.

1.3.3 Public Education with Local Alcohol/Substance Abuse Rehabilitation

Representatives from five Alberta shelters (Cold Lake, Fort McMurray, Hinton, Medicine Hat and Sucker Creek) commonly speak about domestic violence in local AADAC or rehabilitation agencies on a regular basis. The correlation between substance abuse and domestic violence is high, and is likely the basis for this collaboration.

1.3.4 Public Education with Faith Communities

Another collaboration noted by eight shelter representatives is working closely with churches in public education efforts on domestic violence. (Brigantia Place in Camrose, Community Crisis Society in Strathmore, Eagle's Nest in Black Diamond,

Phoenix House in Medicine Hat, Safe Haven in Taber, Safe Place, Strathcona Shelter Society in Sherwood Park, Sonshine Centre in Calgary, and Wings of Providence in Edmonton). One respondent described their shelter outreach worker as speaking to the congregation in a neighbouring community about domestic violence during a Sunday service. Sonshine Centre, a second stage shelter in Calgary, is often invited into churches to educate and involve clergy from various faiths, as well as to provide outreach to those who identify domestic violence as a problem. Sonshine have used a video entitled, “Hear Their Cries” by Marie Fortune, an educational tool about abuse to be used in churches. Sonshine has also collaborated with the FaithLink initiative in Calgary.

FaithLink works to attain and maintain the connection between Calgary churches and service providers in the community on domestic violence, and in particular works to help churches be able to optimally help and refer people they know who are affected by domestic violence. Of note, some shelters in the province are also rooted in a Christian background, including LaSalle and Lurana in Edmonton, and Youville in Calgary.

1.4 Innovations in Public Education in Domestic Violence

The shelter representatives from rural and middle-sized communities provided a variety of information about ways in which they educate the public about domestic violence. A notable difference between urban and non-urban shelters was that the latter are typically the only resource offering public education on domestic violence in their communities. Shelter staff in rural/remote areas face a number of challenges including travelling across significant distances to provide resources, and addressing such a private issue when the population tends to know each other. Some of their efforts are also in the area of fundraising and awareness in general, which could be more essential in their respective communities.

Several shelters workers described innovative or unique efforts to raise awareness about domestic violence. A shelter director in Grande Prairie utilizes experiential exercises in the local high schools, as opposed to lecturing on violence. One exercise is making a pyramid of cups: the pyramid representing a healthy relationship, and the cups representing the building blocks of what comprises a healthy relationship. The class/audience typically “brainstorm” about what qualities each “cup” might represent in a healthy relationship, qualities like respect and trust. The exercise generates a discussion about how or if abuse fits in a healthy relationship, or how do you keep the positive qualities and have a healthy relationship if abuse has occurred.

Another exercise is having high school students anonymously write questions about relationships and abuse, and then using a talk show format to answer the questions and facilitate discussion. Questions that are not addressed are kept until the end to allow time for each student to write their answers to those questions. The shelter staff member later pulls the information together and distributes the summary to all students. The students often ask questions about jealousy, rape, drinking and harassment. The format provides a safe venue for discussion, safeguarding the anonymity of the individual students.

As quilting is a common craft in the area, the shelter representative from Black Diamond sent blank quilt squares to Community Family and Social Services, CFSS, town

council, the local doctor and the local MLA. She asked each individual to write/draw on the quilt square whatever they think of when someone says ‘rural family violence’. The shelter clients also contributed quilt pieces, all of which are displayed. The agency received FCSS funding to develop a booklet on rural family violence with respect to how it occurs differently and presents different challenges than in urban areas. This project and the other shelter activities have also been featured on the local radio station.

Other shelters, including Cold Lake, St. Paul, and Lac La Biche, have developed placemats made that describe the dynamics of domestic violence and are distributed in local area restaurants. The posters and themes are sometimes drawn from school contests and may also be displayed on bookmarks.

Some shelters in outlying areas have used celebrity golf tournaments and barbecues to raise money for their respective shelters and programs, but also to raise awareness about the issue. Shelter representatives regularly speak to local service clubs about domestic violence.

As part of their public education presentations, the Brigantia shelter in Camrose uses anonymous anecdotes from previous shelter residents or quotes about “why people stay in abusive relationships,” a question that is frequently asked by the general public.

1.5 Summary of the Similarities in Public Education Across Shelters

The analysis of the materials sent by the various shelters as well as the interview narratives revealed similarities and differences in the extent to which and the manner that shelters provide public education across the province. One common factor is that, whether frequently or infrequently, all Alberta shelters are requested to do some form of public education in their communities, and all consent to these requests. The content of the public education is primarily with respect to what shelters provide to women and/or children who are affected by domestic violence, and education about the dynamics of abuse.

Perhaps not surprisingly, the majority of respondents do not have one “set” presentation, but first establish what their prospective audience wishes to learn about, and how much time they have to speak. The information then typically centres on the types and dynamics of abuse, the cycle of violence, myths about domestic violence, how children are affected, and the available shelter and community resources to deal with abuse.

The main audiences for shelter-directed public education are service clubs, community groups, corporations, churches, and schools, ranging in age from elementary aged children to teens with the latter, and sometimes college or university students. In schools, the topics tend to focus on healthy relationships, dating safety, bullying, expressing feelings and anger management, conflict resolution, and gender roles and how these may contribute to violence.

There were similarities in what is not commonly provided in public education efforts. Only a few shelters mentioned providing information about the effects of violence on Aboriginal populations. Awo Taan in Calgary and those shelters on reserves would obviously do so, and while other shelters quite possibly do so, it was not noted in the interviews. One shelter uses a manual on immigrant populations and domestic violence,

but no shelter respondents mentioned presenting on the effects of violence in gay and lesbian populations. Again, it is imperative to reiterate that the vast array of topics included in public education and to whom, are no doubt far greater than indicated in these interviews, and it is probable that participants did not note all of them. Most participants did not have the interview questions beforehand in the domestic violence environmental scan, and the area of public education was one question in interviews that were on average an hour in length and focused on other areas.

1.6 Summary of the Differences in Public Education Across Shelters

As mentioned previously, the major difference in what shelters provide in their public education activities across the province was the amount. Some respondents tied this to funding, with one shelter representative noting that their funding for public education and outreach counselling (a combined role in this shelter, one position that covers both areas), was soon to be cut. Another shelter respondent indicated that if they were to do more public education than currently, they would not have the resources to handle the number of referrals that might result. A final interviewee noted that, while public education is desirable and probably needed, a lack of staff and time limited such efforts. This respondent reiterated the point that resources are not available to handle the potential referrals.

The majority of those from rural shelters consider public education as an important role, and some had staff members specifically designated to cover it, sometimes in combination with counselling roles, in other cases, stand-alone positions. Representatives from three very small shelters, commented that they do little public education because of a lack of requests, a lack of staff, or that other agencies do so, including the local FCSS (Family, Community, and Social Services) or the Canadian Red Cross.

It is important to repeat that, not only are shelters in rural areas typically the only organization providing public education about domestic violence, but they may be the only organization responding to those affected by domestic violence. Several shelter respondents highlighted the difficulty for people in rural areas to ask for help, especially in attaining help anonymously. Shelter representatives from the smaller centres used unique means in reaching their audiences to facilitate coming forward and educating about what services they offer.

Collaborating with rehabilitation and/or AADAC (Alberta Alcohol and Drug Abuse Commission) services was mentioned by several shelter representatives. Those from rural areas more often described such collaborations: going into those agencies and presenting or even offering groups together. Shelters in urban areas noted cross collaboration and referrals with substance abuse agencies, but only one, Wings of Providence in Edmonton, identified that staff from AADAC may come into their groups and speak to women, and their own staff going to AADAC to do the same. Again the unique opportunities of educating about domestic violence in smaller regions may be reflected here, with one shelter director noting, ‘You go where you can, you reach out as often as you can, where you can.’

In the larger cities, shelter's public education activities seemed to encompass a different role. One larger shelter in Edmonton described their education activities simply as sharing information about their services, brochures, crisis intervention and outreach activities. While speaking in schools, and providing in-school programs is offered by both the Calgary Women's Emergency Shelter and YWCA Sheriff King, most urban shelters did not describe the same level of involvement in dating violence, bullying, or school public education as the smaller shelters. This may reflect the fact that the cities had other community agencies that offer programs that address these topics such as the bullying program from Calgary Family Services, Calgary Communities Against Sexual Abuse or the Canadian Red Cross. Also, city shelters described different initiatives such as producing manuals, risk assessment training, and collaborating on policy issues: perhaps more of a macro role in public education. It seems apparent that urban shelters do not necessarily do 'less' public education than shelters in smaller centres, but again, that it seemed to be implemented in different ways.

1.7 Conclusions and Recommendations

Shelters in Alberta are doing a substantial amount of public education in their respective regions. However, there is a noticeable difference between the public education activities in urban as compared to rural shelters. The education materials reflect some common themes but are not standardized. The respondents clarified that they present on many different issues according to their audiences. For example, some use the cycle of abuse in presentations on domestic violence, others do not. We do know that not all shelters address sexual harassment, or domestic violence in rural areas. We did not ask how shelter staff or their directors determine the content in their public presentations so we cannot accurately address why, for example, some smaller centres address elder abuse and profiles of abusers, while others do not.

Clearly, the shelters take their roles as community representatives and sources of information about domestic violence, seriously, especially when many are the only resource in remote locations. Several innovative ideas emerged which other organizations could utilize, from individual shelters that seemed to have carved out their own niche, or developed creative mechanisms to reach the general public. For example, a peer support program for non-abuse in schools in Whitecourt; the quilting project in Black Diamond and subsequent booklet on rural domestic violence; teens touring the shelter regularly in Ermineskin; the talk show format in Grande Prairie; using anecdotes about 'why women stay' from the shelter in Camrose; the placemat contest in Cold Lake, and St. Paul.

Because shelters serve unique communities and often have different responsibilities, a lack of consistency in public education is not only understandable, but likely preferable. What is important to talk about in one community may not be in another.

The respondents identified a lack of sustainable funding for public education on domestic violence across Alberta, with some having greater means to do more education. Pooling these resources could enrich and perhaps streamline what messages about domestic violence are being delivered in Alberta. Some of unique strategies to engage audiences in discussing domestic violence could be utilized by shelters throughout the province. If more shelters had access to the common materials (see Appendix III) used

from Alberta's Office for the Prevention of Family Violence, the National Clearinghouse on Family Violence, the Alberta Council of Women's Shelter materials, and other sources, the already impressive efforts in public education by shelters could become even better.

The primary recommendation that emerges from this analysis is the need to properly fund prevention and public education initiatives. As noted many times throughout this document, funding and public education efforts in Alberta shelters are inextricably linked. The shelter respondents consistently reported that they would do more public education if funding allowed, and that there is no shortage of need or requests for such education. Representatives from shelters in smaller sized centres in Alberta further noted that providing public education creates a dilemma because the more people know about their services and about domestic violence, the more the services of the shelter are requested. These shelters are often under resourced, and with the current staffing levels, cannot service a significant increase in clients. Because so many shelters are one of the few, if not the only resource on domestic violence in their regions, additional funding for shelters to maintain current levels and offer additional public education is imperative. Shelters in larger centres are also central in providing public education on domestic violence, and their roles in community collaborative efforts is key.

What clearly emerged from the analysis of this one program focus of the domestic violence environmental scan was that shelters throughout the province have provided public education in highly diverse and creative ways. The range of efforts is impressive and often unique. Addressing domestic violence issues in schools as well as producing manuals like those from the Kerby Centre and others, are worthy efforts. To continue developing and providing materials that represent the best practices in public education to address the many forms of family violence would support the continuing efforts of Alberta shelters.

Appendix I: Details of the Public Education Offered by Alberta Shelters

Rural/Smaller Centre Shelters

Banff, YWCA Community Resource Centre

Schools:

- High school workshops on dating, relationship building, dating safety and anger management once or twice a year: they are planning to use material from ACWS for that purpose.

Community:

- Presentations as requested
- Set up booths such as at the Banff 'One Cool Winter' and 'One Hot Summer' that reach both the service industry workers and more transient populations.

Black Diamond, Eagle Women's Emergency Shelter

Community:

- Provide information on domestic violence, also domestic violence specifically in rural areas.
- Involved in a quilt project, sending quilt pieces to several well known people, also having shelter clients write on them what they think of when they think of domestic violence in a rural area. The pieces will be quilted together and put on display,
- The funding from FCSS for the quilting project, allowed them to develop a booklet on rural family violence that is part of a package to be disseminated.
- Going to neighbouring communities to speak at concerts, featured in the local newspaper and on radio for interviews.

Brooks, Brooks & District Women's Safe Shelter Society

- Distribute brochures only.
- Public speaking is rare, perhaps 12 times a year to service clubs or schools.

Camrose, Brigantia Place

Schools:

- Bullying, identifying and expressing feelings.
- Have presented on domestic violence to college and university classes.

Community:

- Try to tailor each presentation to the audience.
- The outreach coordinator submits one abuse article a month to 14 different news publications, each focusing on one aspect of abuse. Two FCSS offices receive copies of these articles.
- Connect with churches, other organizations in the community.

Materials Submitted Upon Request by Shelters:

- A broad range of materials including anecdotes about abuse from women who have stayed in the shelter, the Duluth power and control wheel, facts about what is abuse, community resources, boundaries.

Cold Lake, Dr. Margaret Savage Crisis Centre

High School:

- Through career and life management or health classes. Usually two staff present to students in grades 8 through 12. Topics include dating, healthy relationships, the shelter, dispelling myths.

Community:

- At 'Community Registration Night' put up a display describing the shelter and what they do.
- They provide a package of information, including pens, and brochures to the Welcome Wagon, for any new residents in the community.
- Service club presentations as requested.
- Go to a residential addictions treatment centre in Bonnyville once a month.
- An average of 4 public education presentations a month.

Demarais/Wabasca: Bigstone Cree Women's Emergency Shelter

Community:

- Presentations on domestic violence and anger, on request – probably 3 times a year.

Fairview, Crossroads Resource Centre

Schools:

- dating violence, healthy relationships, bullying, personal safety, age appropriate work in schools with elementary ages, junior and senior high school students in these areas.
- A 'Circle of Friends' program for girls experiencing social difficulty in school.

Community:

- Will do presentations on domestic violence to service clubs when asked.
- Suicide prevention and crisis intervention training out of the shelter.

Fort Chipewyan, Mikisew Cree First Nations Paspew House

Schools:

- Age appropriate presentations about feelings, values, self-esteem, cultural values, domestic violence.

Community:

- Shelter coordinator attends inter-agency meetings, scheduled meetings with the Wellness Coordinator, how to work with their shared clientele.
- Posters and bulletin boards on domestic violence in the schools and in the town's multiplex, and other agencies.

Grande Cache, Grande Cache Transition House

Schools:

- Dating violence, domestic violence in general, and prevention of domestic violence.

Community:

- Domestic violence presentations upon request to service clubs.

High Level, Safe Home

Community:

- Utilize materials from the National Clearinghouse on Family Violence, Office for the Prevention of Family Violence, and Alberta Council of Women’s Shelters.
- Topics include elder abuse, signs of abuse, profile of abuser, date rape, types of abuse.

Hinton, Yellowhead Emergency Shelter

Schools:

- Utilize materials on bullying, dating violence, domestic violence in their presentations.
- College presentations on how societal beliefs and attitudes affect victims of domestic violence.

Community:

- General Public: presentations on request on domestic violence, effects of witnessing violence on children.
- Utilize videos on emotional abuse, and ‘violence on the farm.’ (See Appendix II)
- Do a celebrity golf tournament once a year, trade shows, which is good for public relations and raising the profile of what they do as a shelter.

Lac La Biche, Hope Haven

Schools:

- Provide videos, do video conferencing and interactive presentations on violence.
- At the college provide interactive workshops on the myths about family violence. This involves high school as well. Use the theatre and domestic violence statistics.

Community:

- Share ideas with nearby shelters like Cold Lake,
- Do a contest in schools to provide material for placemats on family violence and posters.
- Through bingo dollars, are “constantly updating our videos.”
- Go into the local substance abuse residential facility twice a week and discuss parenting, effects of domestic violence on parenting for men and women.
- Train staff at the ‘Healthy Babies’ program on domestic violence.
- Once a week at the substance abuse centre with topics on parenting and family violence for men and women.
- Presentations as requested.

Maskwaci, Ermineskin Women’s Shelter

Schools:

- Dating violence.
- Have high school students tour the shelter facilities.

Community:

- Will do presentations on domestic violence,
- Some joint workshops: go to nearby Sampson reserve and assist with a ‘Stepping Stones’ program for women who leave abusive relationships.

Peace River, Peace River Regional Women’s Shelter

Schools:

- Dating violence, healthy versus unhealthy relationships.
- There is an outreach campus in this area for high risk high school students, or students with special needs, and they work with them in particular.

Community:

- Presentations on request. Domestic violence, sexual harassment, dating violence.
- Presentations at the local Friendship Centre for youth,
- Distributing posters and pamphlets in the community, with respect to ‘what is domestic violence’, the name and phone number for the shelter, as well as available services in the shelter.

Pincher Creek, Pincher Creek Women’s Emergency Shelter

Schools:

- Present age appropriate materials with an emphasis on gender roles, dating violence, healthy relationships, some anger management materials. Their focus is largely on perceptions of gender roles in society.

Community:

- Presentations on domestic violence including cycle of violence, appropriate resources, most helpful responses to domestic violence.

St. Paul, Columbus House of Hope

Community:

Provide public education when possible. They are short of staff, but use a variety of materials including placemats in restaurants, bookmarks about “what is domestic violence”, signs of domestic violence, and contacts for resources.

Strathmore, Community Crisis Society

Schools:

- Presentations on bullying, conflict resolution, dating violence, healthy versus unhealthy relationships.

Community:

- What is family violence and what you can do, as well as parenting help.
- Cycle of violence, domestic violence, and parenting.

Sucker Creek, Sucker Creek Women’s Emergency Shelter

Schools:

- Career and life management in high schools usually grades 8 through 12. Typically two staff talk about family violence – about 4 of these a month.
- Also present on dating violence, healthy relationships, what is abuse using videos.

Community:

- Presentations on request on family violence, the shelter.
- Go into the rehabilitation program at AADAC once a month to talk about family violence.
- Put up poster boards and brochures or 'static' displays whenever possible at other functions.

Taber, Family Crisis Intervention

Community:

- Once a month workshops regarding what the shelter does, intended for a female audience, different topics including self-care.
- Present to local service groups and connect with churches.

Whitecourt, Wellspring Family Resource and Crisis Centre,

Schools:

- Age-appropriate presentations for all ages. The 'Hands are not for Hitting' program for grade 2 students regarding and promoting non-violence. Also use the 'Cool Program,' education regarding behaviors and healthy relationships, how behaviors affect others, uses a peer counselling concept where peers counsel other teens. The latter includes content on gender stereotyping, sex, dating violence, alcohol awareness, and assertiveness.

Community:

- Training for the RCMP on domestic violence.

Middle Sized Centres/Shelters

Fort McMurray, Unity House

Schools:

- Bullying, dating violence.

Community:

- They present on a range of topics including dating violence, effects of witnessing on children, cycle of violence, safety planning, facts about abuse and indicators of abuse in relationships.
- Addictions/rehabilitation: present to this audience on a regular basis.
- Have a partnership with the RCMP. The shelter provides training on domestic violence to Victim Services, as well as for what is called 'Some Other Solutions,' the community crisis line.

Grande Prairie, Odyssey House

Schools:

- Healthy relationships, domestic violence, dating violence, cycle of abuse, types of abuse.

Community:

- Will do presentations on cycle of abuse, domestic violence in general.

Lloydminster, Interval Home

Schools:

- Age appropriate presentations for children on bullying, healthy versus unhealthy relationships, dating violence, violence in the home/domestic violence.

Community:

- Presentations on elder abuse.
- Material available on internet site – www.intervalhome.ab.ca

Medicine Hat, Phoenix House

Community:

- Use material from Duluth such as the Power and Control Wheel, the cycle of violence.
- Provide help numbers or resources, information on effects of witnessing on children, the role of the shelter.
- Connect with churches and the community college.
- Go into the addictions program and present
- Present on domestic violence to police security program on request

Lethbridge Harbor House,

Community:

- Materials and topics include what is abuse, types of abuse, effects of witnessing on children, why people stay, power and control wheel from Duluth, justice response to domestic violence, cycle of violence.
- More in depth for training justice personnel.

Red Deer, Central Alberta Women's Emergency Shelter

Schools:

- Dating violence, cycle of abuse

Community:

- Material on types of abuse, effects of witnessing on children, cycle of violence, characteristics of abusers, the pamphlet 'understanding wife abuse.'

Urban Shelters/Large Centres

Calgary, Awo Taan Native Women's Shelter

Community:

- Were not willing to share their materials, but do presentations on domestic violence specific to Aboriginal populations, contextually relevant material.

Calgary, Calgary Women's Emergency Shelter (CWES)

Schools :

- The 'Non-Abusive Futures' program for adolescents is offered in several Calgary schools: focuses on communication, self-esteem, healthy relationships.

Community:

- CWES has a communications officer and public education is extensive, topics very broad and including what is abuse, prevention, cycle of violence, appropriate resources, and interventions in domestic violence.

Calgary, Discovery House

Schools:

- An outreach program in high school for students to meet with a counsellor around issues related to witnessing domestic violence, staying safe in relationships, bullying problems, grief issues, communication, anger, and other issues that may impact students.
- Presentations to Junior and Senior High School students on family violence, safety in relationships, and related areas.

Community:

- Present to corporations and other agencies on issues of family violence.
- Present to service clubs on request about the issue of family violence and how to respond to family violence.

Calgary, Kerby Rotary House

Community:

- None in schools, but this material is specific to elder abuse, some material from the Office for the Prevention of Family Violence, a handbook called ‘Golden Years and Hidden Fears.’

Calgary, Sonshine Centre

Community:

- This second stage shelter is connected to the faith community and its public education is very involved in local churches. They use a video called ‘Hear their Cries,’ as well as publish a newsletter called “Sonshine Scene” with updates about clients as well as information on domestic violence.
- They collaborate with FaithLink as well as go into churches in a program where abuse is discussed and people may come forward for assistance.

Calgary, YWCA Sheriff King Home

Schools:

- The ‘Families and Schools Stopping Abuse’ programs includes a group format for children in schools identified as potentially benefiting from this information and discussion, may also involve home visits. This prevention program deals with feelings, self-esteem, and healthy relationships.

Community:

- Presentations on request including Duluth material such as cycle of violence, Power and Control wheel, the effects of witnessing abuse on children.
- In addition, this agency has developed manuals on group programming, instructional presentations on risk assessment, trauma work with children and adults witnessing or experiencing abuse.

Calgary, Youville Women’s Residence

Community:

- As this is a second/third stage shelter, public education is limited to requests, including occasional tours of the facility. Public education is specific to the role of this agency in addressing domestic violence, mental health, and addictions.

Calgary, Brenda Strafford Centre

Community:

- This second stage shelter will do public ed spots as requested, this usually through United Way spots about what they do as a second stage shelter.

Edmonton, Edmonton Senior's Safe Housing

Community:

- Specific to elder abuse, such as indicators of abuse, factors surrounding abuse, resources specific to addressing elder abuse, as well as information that differentiates domestic violence as it appears in younger populations. Also notes the model of working with elder abuse in the city of Edmonton, as a community.

Edmonton, Edmonton Women's Emergency Shelter

Community:

- Sharing information with other agencies .
- Materials sent upon request included brochures and flyers about the shelter itself and what they do to address domestic violence in the community.

Edmonton, LaSalle Residence

Community:

- Little public education, except when requested and on the role of the LaSalle Residence in response to domestic violence.

Edmonton, Lurana Shelter

Community:

- Presentations as requested in schools on dating violence, other presentations including information on domestic violence in general.
- No staff member handles public education. As such, presentations are rare and directed at explaining the role of Lurana shelter in the response to domestic violence.

Edmonton, Wings of Providence

Community:

- Uses Duluth materials, the 'Understanding Wife Abuse' handbook, brochures about the agency, what is domestic abuse.
- Depends what the group wants or who the audience is. Tailor public ed requests to that specifically.
- Connects with churches.

Sherwood Park, Strathcona Shelter Society

Schools:

- Dating violence and healthy versus unhealthy relationships.

Community:

- They use four modules to offer public education: effects of witnessing on children, dating safety, general domestic violence, domestic violence as it relates to intercultural or immigrant populations.
- Use material from Peter Jaffe.

Alberta Council of Women's Shelters

This coordinating body of Alberta's women's shelters also participates in and initiates public education activities as follows:

- 'Children Exposed to Family Violence' training to service providers of domestic violence, the curriculum based on material from Peter Jaffe. The Council provides 10 trainers across the province comprised of minimum 5, maximum 10 days of training.
- Training for frontline workers on interventions in family violence provided through a partnership with Portage College that may be taken on-line.
- Workshops on ethical dilemmas in the scope of shelter work are provided. This ethical/moral framework is being used to develop standards for shelters.

Appendix II: Focus of Shelter Public Education Efforts

Shelter	Shelter Information	Abuse Dynamics	Effects On Children	Schools	Elder Abuse	Faith	Rural DV	Other Resources
*Phoenix House (Medicine Hat)	yes	yes	yes			yes		yes
*Unity House (Fort McMurray)	yes	yes	yes	yes	yes			
*Wellspring (Whitecourt)	yes			yes				
*Seniors Safe Housing (Edmonton)	yes				yes			yes
*YWCA Banff	yes	yes		yes				
Brooks	yes							
Cold Lake	yes		yes					
Bigstone Cree (Wabasca)	yes							
Crossroads (Fairview)	yes		yes	yes				
*Strathcona (Sherwood Park)	yes	yes	yes	yes		yes		
*Edmonton Women's Shelter (WIN)	yes							
*Eagle's Nest (Black Diamond)	yes	yes				yes	yes	yes
*Columbus House of Hope (St. Paul)	yes							
*Pincher Creek	yes			yes				
*Brigantia House (Camrose)	yes	yes	yes	yes		yes		yes
*High Level	yes	yes		yes	yes			
*Harbour House (Lethbridge)	yes	yes	yes					
*Central AB Women's Shelter	yes	yes	yes	yes				
Fort Chipewyan	yes							
Grande Cache	yes			yes				
Yellowhead (Hinton)	yes		yes	yes			yes	
Hope Haven (Lac La Biche)	yes			yes				
Ermineskin	yes			yes				
River Regional (Peace River)	yes	yes		yes				
Community Crisis Society (Strathmore)	yes	yes		yes		yes		yes
Sucker Creek	yes			yes				

Taber	yes					yes		
Grande Prairie	yes	yes		yes				
Interval Home (Lloydminster)	yes			yes	yes			
Awo Taan (Calgary)	yes							
CWES (Calgary)	yes	yes						
Discovery House (Calgary)	yes			yes				yes
Kerby Rotary House	yes				yes			
Sonshine Centre (Calgary)	yes					yes		
YWCA Sheriff King (Calgary)	yes	yes	yes					
Youville Women's Residence (Calgary)	yes							
LaSalle Residence (Edmonton)	yes			yes				
Lurana (Edmonton)	yes			yes				
Wings of Providence (Edmonton)	yes					yes		
Brenda Strafford (Calgary)	yes							

Appendix III: Resource Materials Utilized by Shelter Staff in Public Education

Videos:

“The Crown Prince.” (National Film Board of Canada, 1988:

<http://www.nfb.ca/e/index.html>). Recommended by YWCA Sheriff King Home.

“Date Rape Drugs: What you Need to Know.” (Intermedia, Inc., 2001:

<http://www.intermedia-inc.com/main.htm>). Recommended by Safe Home, High Level.

“Gum in My Hair: How to Cope with a Bully” (Intermedia, Inc., 2001.

<http://www.intermedia-inc.com/main.htm>). For students in kindergarten to grade 12. Recommended by Safe Home, High Level

“Hear Their Cries: Religious Responses to Child Abuse” (Fortune, Marie, Faith Trust Institute, 1992: <http://www.faitrustinstitute.org/>). This video about domestic violence and the effects of domestic violence is used with Faith groups.

“It’s Not Like I Hit Her” (Victoria Family Violence Prevention Society:

<http://www.familyviolence.ca/html/educational.htm>). Recommended by YWCA of Calgary Sheriff King Home.

“Killing us Softly 3” (Kilbourne, Jean, Media Education Foundation, 2000:

<http://www.mediaed.org/videos/MediaGenderAndDiversity/KillingUsSoftly3>)

Recommended by the Pincher Creek shelter. This film addresses gender stereotyping and the use of the media. Shelter staff also refer to male role models in other media sources familiar to teens such as “The Lord of the Rings.”

“Love Taps” (National Film Board of Canada, 1996: <http://www.nfb.ca/e/index.html>).

Recommended by Safe Home, High Level. On teen dating violence.

“A Love that Kills” (National Film Board of Canada, 2000:

<http://www.nfb.ca/e/index.html>). Recommended by Safe Home, High Level

“Reflections from the Heart of a Child” (Hazelden, 1996: <http://www.hazelden.org/>).

Recommended by YWCA of Calgary Sheriff King Home.

“Savage Cycle” (Intermedia, Inc., 1990. <http://www.intermedia-inc.com/main.htm>)

recommended by Safe Home, High Level

“Seen but not Heard” (National Clearing House on Family Violence, 1993:

<http://www.nfb.ca/e/index.html>). Recommended by YWCA of Calgary Sheriff King Home.

“Tough Guise, Violence, Media & the Crisis in Masculinity” (Katz, Jackson, & Earp, Jeremy, Media Education Foundation, 1999: <http://www.mediaed.org/videos/>)

“When the Line is Crossed: Elder Abuse” (Canadian Association for Community Care, 1996) recommended by Safe Home, High Level

“Without Fear” (Intermedia, Inc.: <http://www.intermedia-inc.com/main.htm>).
Recommended by Safe Home, High Level

Handouts/Pamphlets:

“Are You Being Abused? The Truth about Domestic Violence” (Family Violence Series Just for Life)

“Breaking the Pattern: How Communities Can Help” (National Clearinghouse on Family Violence and the Office for Prevention of Family Violence in Alberta, 1994)

“Child Abuse: What is it? What to do about it?” (Office for the Prevention of Family Violence)

“Dating Violence” Handout from Office for the Prevention of Family Violence

“Elder Abuse: What is it? What to do about it?” (Office for the Prevention of Family Violence)

“The Facts About Date Rape – Rape is Never the Woman’s Fault” (Prevention Series Jist for Life)

“The Facts about Dating Violence: Love Shouldn’t Hurt” (Prevention Series Jist for Life)

“Family Violence: What Rural Communities Need to Know” (Eagle Women’s Emergency Shelter, December, 2003)

“Family Violence in Rural, Farm, and Remote Canada” (Department of Justice Canada, 1995)

“From Dark to Light” (Office for the Prevention of Family Violence)

“Golden Years and Hidden Fears” from the Office for the Prevention of Family Violence

“If You’re a Kid and there’s been drinking, drugs and violence at home” (Office for the prevention of family violence)

“Leave Abuse Behind: You Have the Right to Live Without Fear of Violence” (Family Violence Series Jist for Life)

“Let the Healing Begin: Information on Family Violence for Métis People” (Office for the Prevention of Family Violence)

“The Path to Healing Begins with You” Information on Family Violence for First Nations Peoples (Office for the Prevention of Family Violence)

“Substance Use and Family Violence” (Office for the Prevention of Family Violence)

“The Three R’s of Violence Prevention” (Prevention Series Just for Life)

“Understanding Wife Abuse” (Office for the Prevention of Family Violence, 1991)

“What You Can Do About Family Violence in Your Community,” (Office for the Prevention of Family Violence)

Sources of Material:

The Office for the Prevention of Family Violence:

<http://www.child.gov.ab.ca/whatwedo/familyviolence/page.cfm?pg=index>

The National Clearinghouse on Family Violence: <http://www.phac-aspc.gc.ca/nfv-cnivf/familyviolence/index.html>

Alberta Council of Women’s Shelters: <http://www.acws.ca/> specifically Dr. Peter Jaffe’s material on the effects of witnessing abuse on children.

Materials from the Duluth model in the U.S., including the Power and Control Wheel.

<http://www.duluth-model.org/>

The Cycle of Violence by Lenore Walker: <http://www.columbusga.org/cpd/cycle.html>

Faith Trust Institute: <http://www.faithtrustinstitute.org/>.

Department of Justice Canada: <http://canada.justice.gc.ca/en/index.html>

Solicitor General's Office in Alberta:

<http://www.solgen.gov.ab.ca/home/default.aspx#quick>

Calgary Police Services: <http://www.calgarypolice.ca/kids/abuse.html>

Violence Information and Education Centre, Calgary: <http://www.viec.org/index.html>

Speer's Society (Preventing Youth Relationship Abuse):

http://www.speerssociety.org/choices_over.html