



Trauma Sensitive

training for domestic abuse services

Independent evaluation of online training and recommendations for further training and embedding **trauma sensitive approaches into the workplace**

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PROFIADAU NIWEIDIOL MEWN PLENTYNDOD
ADVERSE CHILDHOOD EXPERIENCES

Introduction, format of the report

...that trauma informed approach will
be used to build resilience and achieve
independence

Change that Lasts model

The adoption of a psychologically informed
and trauma informed approach in the
commissioning and service delivery Planning
Guidance for Homelessness and Housing
Related Support Services

W.G.2020

Consideration should also be given to
the psychological effect on the survivor
(and any dependents they may have) of moving away
from their home and their local support networks.

Robinson et al., 2012
cited in Price J et al., 2020)

Trauma sensitive training is part of a type of approach which includes Psychological Informed Environments (PIE) and an understanding of Adverse Childhood Experiences (ACEs) as well as being trauma specific and trauma informed.

The quotations on the previous page reflect that in order to provide effective services to victims/survivors, and indeed perpetrators, the use of a psychologically/trauma informed approach is now being considered and recommended by policy makers.

A detailed discussion around this is found in a Welsh Women's Aid briefing (2018) which confirms the desirability of using this approach and confirms its use in practice.

There is an increasing realisation that trauma informed, and psychologically informed practice is an effective approach when aiming to achieve successful outcomes for domestic abuse survivors.

The "whole system approach" set out within the National Indicators for Wales (2019), local area strategies and by Welsh Women's Aid (2010, 2016, 2018, 2020) could be a conduit to the application of this model across sectors.

There have been successful training initiatives which have mostly centred on building knowledge and insight. Whilst there has been some training undertaken to support and refine the application of this knowledge, **there is still progress to be made in firmly embedding this approach within the organisational structure, rather than it be seen as an approach that certain staff will use.**

A recent report by the ACE Support Hub (2019) advised that whilst many (75%) in the public sector were aware of ACEs, 48% of staff were unsure of their organisations policy in this regard.

This research, commissioned by the Wales ACE Support Hub, and supported by Calan DVS has three key aims:

1. To evaluate the training delivered online. The evaluation will utilise delegate feedback to assess content and delivery as well as gauging the learning impact of this type of behavioural change training. Comparisons will be made against in person training results in this area
2. To discuss implementing this learning into the workplace, including addressing barriers identified and how these could be overcome
3. To suggest ways the how training might be delivered to achieve this goal within the context of the strategic framework as defined by the Welsh Government following The Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 and DVPPs

Examples of organisations are used to suggest how to move forward in this area.



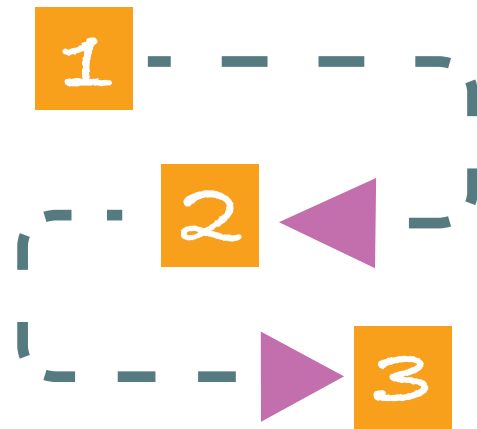
Methodology

Online evaluation forms were used to obtain both the views of the material and presentation.

Information was gathered to assess the knowledge and insight learning that had taken place.

Finally delegates were asked to assess if this learning could be taken into the workplace and what issues would prevent this from happening.

A further small sample was gathered which looked at the issues of embedding and using learning in more detail.



The sample size equated to **38%** of the total population. As smaller figures can lead to a more volatile percentage calculation, actual numbers are sometimes used to provide context.



Secondary research was used to confirm the validity of findings, both within the area of the effectiveness of online training delivery and how future training could be designed.

Research also highlights some practical cases and organisations which could be considered to assist practical application.

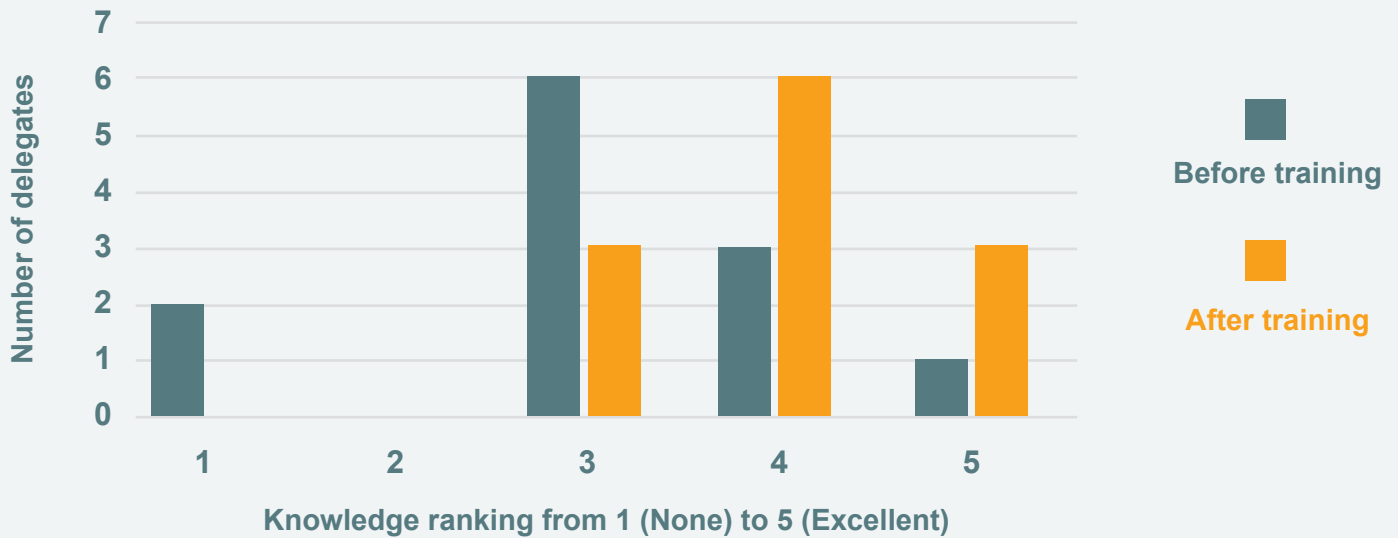
Results of the online evaluation of training

The training delivered had several aims, not only to impart learning but also to affect a shift in understanding and professional behaviour.

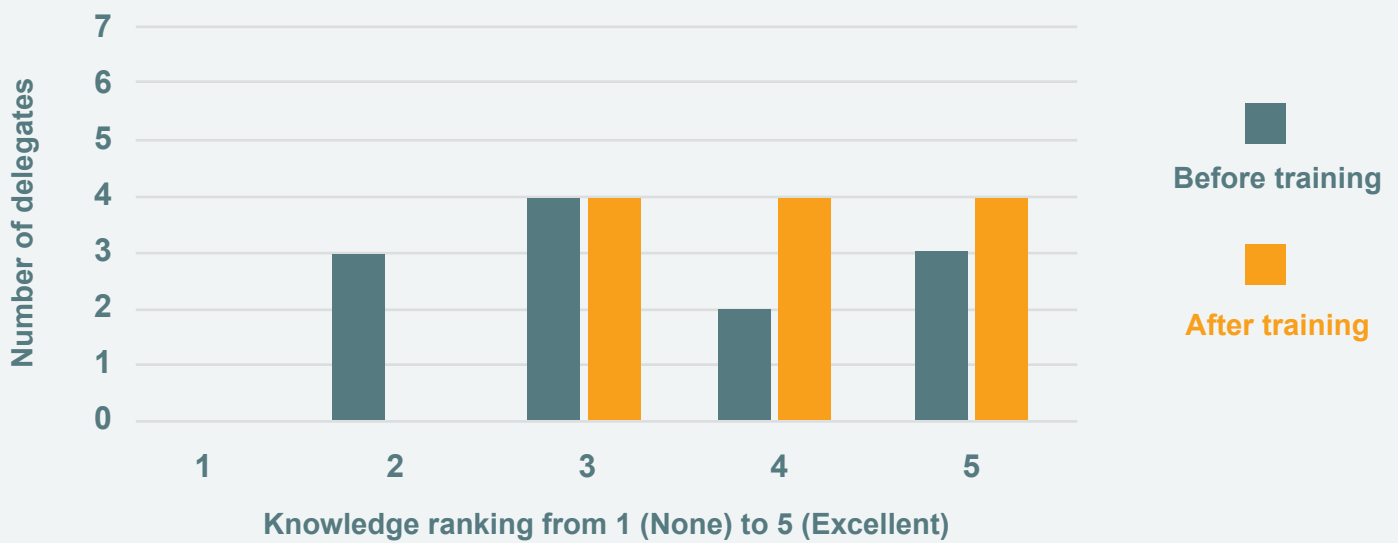
To assess whether this occurred some evaluation questions were used to triangulate the information, thus adding confidence to the conclusions as to whether the training has been successful in its aims.

The results below illustrate that there has been a positive shift in the knowledge of both ACEs and PIE.

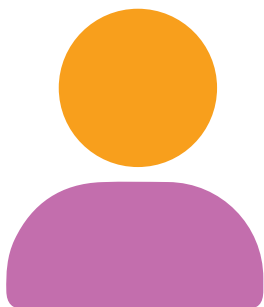
PIE - Self-assessed knowledge



ACE - Self-assessed knowledge



The shift is mirrored in results which show that:



100% of respondents felt confident in explaining the training to colleagues

84% (10 OUT OF 12) respondents would recommend training to others



Also:



100%

felt that training had changed their knowledge

92%

felt that the training had changed their insight (attitudes)



Respondents were able to comment on the above, comments such as:

"I'm more aware of why people disengage"

"this has given me more confidence within my role"



"I now know why people behave in a certain way"

"I can now see where trauma and attachment fit in"

These insights help confirm the fact that knowledge and insights have changed.

Online training

Understanding the challenges of online delivery in the area of psychological informed training has been researched at some length (Luthens F et al 2008, Ritterband 2003).

There are specific issues around training to shift people's perceptions within this area and there is a growing understanding of what works best.

In his work, Experimental Analysis of Web Based Training Intervention, Luthans (2008) hypothesised that Psychological Capital (PsyCap) as a core positive construct can be developed in employees through a short, highly focused web based intervention structured around the recognized developmental guidelines of the four PsyCap components (hope, efficacy, optimism, and resilience).

This is confirmed by Ritterband (2003) who concludes that multi media and interactive videos are "the top predictors of learning and achievement".

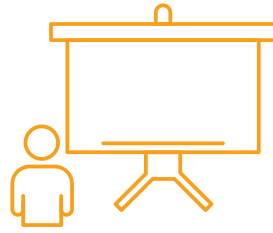
The general view is that a variety of interactions, the timing of sessions and the support before and after the sessions are important in the effectiveness of online training.



Results from the feedback reflect these comments.



When asked to rate material and content, **8 out of 12** stated as very good or excellent



Presentation was ranked as excellent or very good by **7 out of 12**



75% stated delivery had fitted in with their learning style and pace



The only negative comments made focused on the actual Information Technology. Most frequently mentioned positive comments included the: *“very good teacher”, “good mix of material, well delivered and videos were great”*

Group discussions and break out rooms were highlighted as positive as were the “small section” of knowledge which were mentioned by **over 40%** of respondents. As stated, these positive comments on delivery, design, and methods of interaction mirror research within this area.

These figures are lower than previous evaluations undertaken in the field of psychological informed training (Protheroe, 2019, 2020) where **95%** stated that delivery fitted with their learning style and pace and higher percentage points would cluster around excellent.

That said, it is fair to conclude that the training online was well received.

Taking the learning into practice

The information provided in the primary evaluation was supplemented by a small sample of semi structured and structured questions.

The aim was to ascertain commitment and confidence in influencing a person’s own practice and to gain a view on what if any barriers to working in this way exist. The discussion allows interpretation of how or if the training has helped to address these issues as well as gauging the desire for more training.





80%

ranked the training as useful and informative
(two delegates stated that they already knew much of the background and content)

(this compares to previous evaluations (2019) where 85% and 96% (2020) agreed with the above)

"this has strengthened my existing knowledge"



"Make sure I do not collude with any abuse experienced"



85%

stated that it will significantly influence practice with

100%

stating that it will influence to some degree.

Victim and perpetrator training?

As part of the National Strategy and Indicators (NWG2019), following The Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015, the issue of suitability of this training for both was asked:



100%

stated it was suitable for working with victims

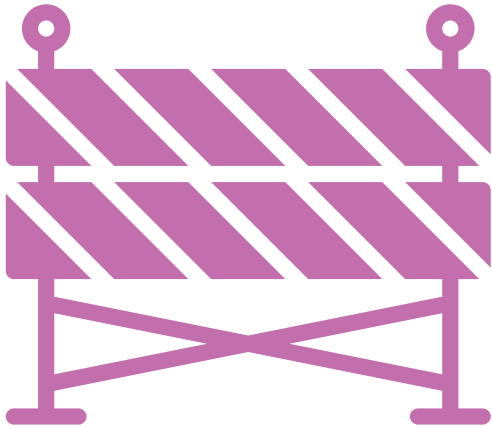


0%

said it was suitable for working with perpetrators



Barriers to working in trauma sensitive way



Many delegates left this question unanswered, for those who did, **approximately 40% of delegates**, the common themes were around other agencies not understanding how to work in this way and the structure and communal lounge of the refuges was seen as a barrier.

Finally, the majority of delegates did not feel they required any further training.

Interpreting the results



- Training online is an effective method of training with evidence that a perception shift and increase of knowledge has taken place
- The training has aided delegates to improve their prior knowledge of ACEs and PIE
- Most delegates stated that the training would influence their personal practice
- There is a gap in the knowledge of the applicability of the training, for example using this method of working by an organisation, a refuge environment being a barrier and not being able to use such training with perpetrators. There was very little desire for more training in the area.

Although only a snapshot, the responses demonstrate that a personal commitment to using trauma sensitive work practice is strong, but the majority of respondents do not feel the need for more training in order to embed this as part of the working practices.

It is pertinent to note that barriers mentioned include the layout, design, and structure of a refuge.

The roll out of working in this way (PIE included) actually started within the hostel, communal living environment.



Moving forward, the next steps

The need for this type of introductory training is still needed and could be delivered online or in person.

Online training could build on those aspects that work best i.e. short sessions, videos, breakout, and group work.

Any future online training could be designed to include some wrap around learning and also a method, such as a “checking in” to ensure that training has been applied into practice and if not, gathering information to support any further training needs.

Such an approach would fulfil key areas which have been found to maximise training effectiveness (Kirkpatrick J 1996), namely:

 Reactions  Learning  Behaviour  Results

That future training needs to happen at different levels, this will help meet the “Whole system approach” and also meet Welsh Government stated aspirations.

- The training needs to assist in the application of trauma sensitive training, especially in producing valid outcomes and service level measures. Areas such as recruitment, staff’s own needs, healthy environments, outcomes included such as quality of personal relationships would all need to be discussed. that new training considers models of embedding PIE; for example, thinking of context, mechanisms, and outcomes (Pawson and Tilley 1997, 2004)
- There needs to be a discussion as to how training can support and facilitate the learning and insights received from initial training within the workplace.
- Consideration needs to be given as to who requires knowledge and training to support, commission and manage this approach, both within and outside the organisation.

This list is far from exhaustive and ideally would be designed alongside victim / survivors and other stakeholders and commissioners. Domestic Abuse Interventions in Wales (Price J et al., 2020) whilst not specifying this approach, does reflect the desire for victims/survivors to be included as does the National Strategy (2016-2021) which supports The Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015.

That online delivery could mean easier accessibility to obtain the views and experience of others throughout Britain who are working in this way. This could lead to a mentoring or support network system to help organisations realise their aim.

That consideration is given to study the validity to provide a trauma informed approach to perpetrators.



PIE and trauma informed work in practice

There are many organisations working towards this approach in Wales and across sectoral approach, learning from each other, is encouraged via Cymorth's PATH in Action and the ACE Support Hub.

An overarching requirement for sensitive, effective, multi-agency approaches are stated by the Welsh Government in various strategic documents (2016, 2019).

There is, however, a need for applied knowledge and sharing of how this can look in practice to be embedded in a training programme that builds on the successful foundations that currently exist.

Examples of specific organisations and how they have adopted such approaches into working practices and the evaluation of those practices could be a focal point for further workshop style training (see Appendix 1 for an example).

To conclude, online training has been generally successful in achieving its outcomes.

Further developments could utilise a variety of methods to impart knowledge. The type of training that was evaluated is still relevant but there is a need to help delegates not only use a personal application of trauma informed but to work in establishing training which allows organisations to design support and provide outcomes which can be used with confidence when assessing service delivery and supporting those victims/ survivors in a sensitive, effective way.



Appendix 1



Some examples to consider:

PIE Link is an online practice exchange site which includes a library and good practice links <http://pielink.net/>

Solace Women's Aid in London shared their report below, examples such as this could feed into future training design discussions



An evaluation of the Refuge Access for All Project

Creating a Psychologically Informed Environment in Solace Women's Aid services across five London Boroughs



The introduction of a Psychologically Informed Environment has been transformational for the refuge residents and staff at Solace Women's Aid.

<https://www.solacewomensaid.org/sites/default/files/2018-05/Peace%20of%20Mind%20Summary%20Report.pdf>

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Price J et al (2020) Domestic Abuse Interventions in Wales. Cardiff Wales Centre for Public Policy

Riley GS, Bailey JW, Bright, D, Davies AR (2019). Knowledge and awareness of Adverse Childhood Experiences (ACEs) in the public service workforce in Wales: a national survey. Cardiff: Public Health Wales NHS Trust. ISBN 978-1-78986-154-42 © 2019 Public Health Wales NHS Trust

Ritterband, L. M., Gonder-Frederick, L. A., Cox, D. J., Clifton, A. D., West, R. W., & Borowitz, S. M. (2003). Internet interventions: In review, in use, and into the future. *Professional Psychology: Research and Practice*, 34(5), 527–534. <https://doi.org/10.1037/0735-7028.34.5.527>

Welsh Govt. (2019), VAWDASV National Indicators for Wales Cardiff

Welsh Govt. (2016) The National Strategy 2016-2021 VAWDASV Cardiff

Welsh Women's Aid Change that Lasts briefing paper, Cardiff

Welsh Women's Aid (2018) Leaving no woman behind. Addressing Violence against women and multiple disadvantages briefing paper, Cardiff

