

Training Session Plan

Multidisciplinary Family Violence Intensive Skills Five-Day Program

AVERT
FAMILY VIOLENCE



**Collaborative Responses in
the Family Law System**



An Australian Government Initiative

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Training Program – Intensive Skills

Program Title: Multidisciplinary Family Violence Intensive Skills Training Program

Program Length: 5-day intensive workshop plus additional self-directed learning through specific reading and reflection.

Intended Participants:

Family Dispute Resolution Practitioners, Lawyers, Family Consultants, Relationship Counsellors and Children’s Contact Service Coordinators. (Any worker within the Family Law system responsible for significant client contact, particularly involving risk assessment)

Program Learning Outcomes:

- Knowledge of family violence dimensions, dynamics and impact
- Awareness of how to work effectively with diverse populations
- Ability to conduct a family violence screening and risk assessment process
- Ability to conduct a family violence safety planning process
- Ability to constructively engage people who use violence
- Awareness and knowledge of referral pathways and professional collaborations

National Competencies:

- CHCDFV811B – Respond to domestic and family domestic violence in family work
- CHCDISP804B – Create an environment that supports the safety of vulnerable parties in dispute resolution.

Pre-Course Activities:

Ensure participants receive:

- Pre-course evaluation* form – to be completed and returned to the facilitator
- Essential pre-reading for day one – AVERT Discussion Paper: *Dimensions, Dynamics and Impact of Family Violence*.

Room Setting and Equipment:

It is recommended that this program be run with a group size no larger than 25 and tables arranged in “cabaret” style, allowing participants to work in small groups. Equipment necessary for the program includes:

- Video and PowerPoint projection
- Whiteboard and pens.



Handouts for the Program:

A folder should be provided for each participant containing the following AVERT Discussion Papers:

- Dimensions, Dynamics and Impact of Family Violence* (for pre-reading)
- Legal Frameworks*
- Responding to Diversity*
- Screening, Risk Assessment and Safety Planning*
- Prevention Strategies: Involving and Engaging Perpetrators*
- Multidisciplinary Collaboration and Integrated Responses to Family Violence*

Facilitator Skills:

It is important that any facilitator of this program has an extensive knowledge of the Australian Family Law System; the context of working with families who are clients of the System and a thorough understanding of the dynamics and impact of family violence.

Facilitator Preparation:

The AVERT Family Violence Training Package is a multi-disciplinary training package that will be delivered to different professions with different skill sets. Facilitators should tailor the package for their particular audience and context. The package has been constructed with an assumption that an experienced trainer from within relevant professional groups will deliver the training.

Prior to delivering the program, it is essential for the facilitator to view all the video resources and read all the papers that are indicated for use in the session plans. These are listed for quick review at the end of this document and are located on the website under For Trainers/ Resources/ By Type. It is also recommended that facilitators practice any of the activities that are unfamiliar to them. This will assist in having a thorough understanding of the materials and being well prepared to answer any questions that participants may raise. This preparation also provides an opportunity for the facilitator to clarify any hesitations or queries they may have with any aspect of the training. Family violence can be an emotional and controversial topic in many groups. Practicing ways of responding to anticipated reactions will assist in the creation of a quality education experience.

When tailoring a package for a particular audience, facilitators may need to prepare some of their own PowerPoints and Handouts, drawn from the facilitator notes and general materials. A template PowerPoint and Fact Sheet is provided for this purpose on the website under Resources/ By Type/ Learning Materials.

Named fact sheets, discussion papers and resources for training exercises are all provided and can be found on the website under the program title. Points to emphasise are indicated in the session plans as well as in the detailed outline of training exercises.



All exercises, fact sheets, PowerPoints, discussion papers and course evaluation forms can be found on the website under Resources/ By Type.

Program timing in the session plan is a rough estimate and is based on a group of between 20 – 25 participants. However, the level of participation of each group necessarily impacts the amount of time that each activity will take. It is envisaged that each facilitator will know which exercises need to be curtailed if the program is running over time.

In many cases various sections of the Video Resources have been broken up into chapters (e.g. Scenarios; Overview of Family Law system). The appropriate chapters for specific exercises within the training programs are indicated as required. Chapters are listed under Resources/ By Type on the website. Click on the chapter required to start viewing.

Formal Assessment for National Competencies

This training program is aligned to the following two competencies within the Australian Qualifications Framework:

- CHCDFV811B – Respond to domestic and family domestic violence in family work
- CHCDISP804B – Create an environment that supports the safety of vulnerable parties in dispute resolution.

Throughout the program, specific learning tasks are facilitated that support the development and application of skills and knowledge for responding effectively to family violence. Participants may elect to have these learning tasks formally assessed by a qualified assessor. Those who successfully complete all assessment tasks will be awarded a Statement of Attainment for the above-named competency units, aligned to one of the following qualifications:

- CHC51108 Diploma of Children's Contact Services Work
- CHC80208 Vocational Graduate Diploma of Relationship Counselling
- CHC80308 Vocational Graduate Diploma of Family Dispute Resolution

In order for a trainer to offer this formal assessment, the following requirements must be fulfilled:

- Participants must be enrolled with a Registered Training Organisation (RTO) scoped to deliver any of the above-named qualifications.
- Assessors must:
 - Have the necessary training and assessment competencies as determined by the National Quality Council or its successors
 - Possess relevant vocational competencies at least to the level being delivered or assessed
 - Demonstrate current industry skills directly relevant to the training/assessment being undertaken



Tasks in this program that can be formally assessed are clearly indicated within the program outline by the following symbol: 📄

An *Assessment Booklet* with guidelines for assessors is provided on the website under Resources/ By Topic/ Five Day Intensive. **Participants who have enrolled for formal assessment should be provided with copies of the *Assessment Booklet* at the commencement of the training program.**

Please ensure that all tasks from participants enrolled for assessment are handed up to the relevant assessor.



DAY ONE: Dimensions, Dynamics and Impact of Family Violence

TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
10 min	<p>Welcome</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction of facilitator <input type="checkbox"/> Acknowledgement of Indigenous custodians of the local area <input type="checkbox"/> Collection of <i>Pre-Course Evaluation Forms</i> <input type="checkbox"/> 'Housekeeping' and timeframe details <input type="checkbox"/> Outline of formal assessment procedures 	<p><i>Pre-Course Evaluation forms</i></p>
30 min	<p>Introductions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show the Introduction <i>Why this Training is Important</i> from <i>Libby Lloyd AM</i>. Link her comments to the need for the Family Law System to respond effectively to family violence. <input type="checkbox"/> Present the <i>Learning Outcomes</i> PowerPoint for this 5-day intensive and ensure that everyone has received the pre-reading and completed the <i>Pre-Course Evaluation</i>. <input type="checkbox"/> Collect the completed <i>Pre-Course Evaluation forms</i>. <input type="checkbox"/> Ask participants to say their name, work role and what they most want to gain from the program. Link participants' responses to the learning outcomes and/or the overall need for skills within the Family Law System to respond to family violence. 	<p>Opinion Piece: Introduction by <i>Libby Lloyd AM</i> on DVD 3</p> <p>PowerPoint: <i>Learning Outcomes</i></p> <p><i>Pre-Course Evaluation Forms</i></p>
60 min	<p>Dimensions and Dynamics of Family Violence - Quiz</p> <p>🗂️ Task 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distribute a copy of the <i>Dynamics of Family Violence Quiz</i> (without the answers) to each participant and ask them to answer the quiz in small groups. Allow 20 minutes <input type="checkbox"/> Go through the answers as a whole group. (Prizes for tables who get more than 75% of the answers correct are an option) <input type="checkbox"/> Remind participants that the background to this quiz is in the pre-reading sent to them <input type="checkbox"/> Using the <i>Definitions of Family Violence</i> PowerPoint and using the working definition of family violence, highlight the following key points in relation to family violence: 	<p>Exercise: <i>Dynamics of FV Quiz without answers</i></p> <p>Exercise: <i>Dynamics of FV Quiz with answers</i></p> <p>(Optional) Sweets or Promotional Materials such as pens, key rings etc as prizes</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<ul style="list-style-type: none">■ In particular: Family violence differs from conflict. Family violence refers to a diverse range of abusive and controlling behaviours, physical and non-physical, that make a victim feel fearful, intimidated and often helpless. These behaviours establish and maintain a debilitating imbalance of power relations that violates victims, subverting their autonomy and constraining their lives.■ Family Violence is not only physical but involves fear, intimidation and control which entraps victims making separation difficult and often dangerous■ Terminology: Family Violence and Domestic Violence■ Approximately 50% of children exposed to family violence develop long term mental health issues if recovery from the immediate trauma is not facilitated	PowerPoint: <i>Definitions of Family Violence</i>
20 min	Break	
60 min	<p><i>Duluth Wheel of Violence</i> ■ Task 2</p> <ul style="list-style-type: none"><input type="checkbox"/> Handout a copy of the <i>Duluth Wheel of Violence</i> Fact Sheet and talk through the components of the wheel<input type="checkbox"/> Show a Testimonial of <i>Lucy, Kate</i> or <i>Anj</i> (or select another that relates most significantly to the clients with whom your participants work.)<input type="checkbox"/> In small groups, ask participants to note the dynamics of family violence that are evident within the testimonial that relate to the <i>Duluth Wheel</i>. <p>Emphasise:</p> <ul style="list-style-type: none"><input type="checkbox"/> The significance of non-physical violence and in particular, social isolation as a result of living with family violence. For instance how does the violence impact the victim's relationship with family and friends? The fear that results from living with violence becomes an 'organising principle' of a victim's life. It is something that shapes their behaviours and limits relationships and social activities.	Fact Sheet: <i>Duluth Wheel of Violence</i> Testimonial: <i>Lucy, Kate</i> or <i>Anj</i> on DVD 4



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
30 min	<p>Children and Family Violence - Triads Exercise</p> <ul style="list-style-type: none"> <input type="checkbox"/> Refer to the detailed facilitator notes for the <i>Triads Exercise</i> <input type="checkbox"/> Use the suggested statements on the impact of family violence on children, as topics for discussion. <input type="checkbox"/> Invite participants to briefly make comments or note any reflections from this exercise. Summarise the common concerns regarding children. Explain that you will present the research evidence in the next session 	Exercise: <i>Triads</i>
45 min	Lunch	
75 min	<p>Impact of Family Violence on Children ■ Task 3</p> <p>Present the PowerPoint: <i>Impact of Family Violence on Children</i>.</p> <p>Show the Expert Discussion: <i>Impact on Children</i> featuring Professor <i>Dr Jennifer McIntosh</i> and <i>Lawrence Moloney</i></p> <p>Note key themes emerging from this professional discussion. Invite discussion of real work experiences from the group and relate these to the themes.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children who are exposed to violence and conflict require their own attention and support to recover and re-establish a 'protective cocoon' <input type="checkbox"/> The old assumptions that children don't notice or simply 'get over' trauma quickly are significantly refuted by research over the past 20 years <input type="checkbox"/> Infants and pre-school children are seriously impacted by family violence. This includes experiencing neurological harm (that occurs <i>without</i> physical assault happening to them) <input type="checkbox"/> Children who are compliant and well behaved should not be assumed to be ok, rather compliance maybe a sign of fear and trauma. <p>In order to be familiar with the above issues it is important for the facilitator to have read both the McIntosh et al report (see resources column here) and the AVERT Paper: <i>Dimensions, Dynamics and Impact of Family Violence</i>.</p>	<p>PowerPoint: <i>Impact of Family Violence on Children</i>:</p> <p>Expert Discussion: <i>Impact on Children</i> on DVD 4</p> <p>Also refer to and have a copy for each participant of the 'Integrated Findings' section on pages 8-9 of McIntosh et al (2010). <i>Post Separation parenting arrangements</i>: (see reference at end of this program)</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	In addition it is highly recommended that facilitators read the book: <i>In the Name of the Child</i> , by Johnston, Roseby and Kuehnle (reference at the end of this program).	
15 min	Break	
60 min	The Changing Legal and Social Context The purpose of this section is to give an historical context to the changing nature of Australia's legal frameworks in relation to family violence. <input type="checkbox"/> Conduct the <i>History Timeline Exercise</i> . This exercise will prompt a discussion about gender relations and the facilitator is encouraged to be familiar with the gender discussion in the AVERT Paper: <i>Dimensions, Dynamics and Impact of Family Violence</i> As an alternative - or if there is extra time available -conduct the <i>Legal Quiz</i> : <input type="checkbox"/> Distribute a copy of the Legal Quiz (without answers) to each participant and ask them to answer the quiz in small groups. <input type="checkbox"/> Go through the answers as a whole group. (Prizes for tables who get more then 75% of the answers correct are an option for this exercise.) Highlight the fact that family violence, as a legal issue, sits within a complex framework of laws within both state and federal jurisdictions	Exercise: <i>History Timeline Exercise</i> and/or <i>Legal Quiz</i> (with and without answers) Paper: <i>Dimensions, Dynamics and Impact of Family Violence</i> , refer to gender discussion and prevalence sections Paper: <i>Legal Frameworks</i>
15 min	Closing Round Invite participants to report to the whole group in a 'round', something from the day that they will share with others. Remind participants to read the AVERT Paper: <i>Responding to Diversity</i> , in preparation for tomorrow's session.	Paper: <i>Responding to Diversity</i>



DAY TWO: Culture and Intersectionality

TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
30 min	<p>Welcome – Culture and Respect</p> <p>Outline purpose of the day as follows:</p> <ul style="list-style-type: none"><input type="checkbox"/> Explore issues of cultural diversity and family violence<input type="checkbox"/> Explore the concept and impact of intersectionality <p>Share knowledge of practices of cultural respect The facilitator may wish to use information from the introduction to the AVERT Paper: <i>Responding to Diversity</i> as part of their opening remarks.</p> <p><i>What does it mean to be shown respect?</i> Conduct the introductory exercise ‘<i>Culture and Respect</i>’.</p> <p>Following the exercise the facilitator may choose to hand out the related Factsheets that have been referenced as background reading.</p>	<p>Paper: <i>Responding to Diversity</i></p> <p>Exercise: <i>Culture and Respect</i></p> <p>Fact Sheet: <i>Culture and Respect in Indigenous Communities</i></p>
20 min	<p>What is culture?</p> <p>Initially in pairs, ask participants to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Discuss the religious, food and family arrangements they grew up with. <p>Then in small groups:</p> <ul style="list-style-type: none"><input type="checkbox"/> Define: what is culture? Be prepared to share this definition with the whole group. <p>Facilitate a whole group discussion and link this to the Culture of Respect discussion in the previous section. Note the following key points:</p> <ul style="list-style-type: none"><input type="checkbox"/> We all have culture and this influences our thoughts, attitudes, values and behaviours<input type="checkbox"/> Culture is passed on through specific teaching and rituals but also through immersion within particular social relations	



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<ul style="list-style-type: none"> <input type="checkbox"/> We all also have an ethnicity. This is not the same as culture. Ethnicity is the specific characteristics, traditions and practices that relate to a group of people and their historical context (for example a majority of people living in Australia are ethnically Anglo-Saxon and culturally Australian) <input type="checkbox"/> Cultural diversity relates the different traditions present within the broad Australian community <input type="checkbox"/> Promoting human rights is about creating and maintaining an environment of mutual respect and understanding, and therefore a Human Rights approach within a community of culturally diverse peoples is an important starting point for responding to family violence. 	
<p>45 min</p>	<p>Intersectionality and Family Violence</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is Intersectionality? <input type="checkbox"/> Using the <i>Intersectionality</i> PowerPoint and Fact Sheet briefly define intersectionality and its relevance to working with victims of family violence. <input type="checkbox"/> Draw out the notion that single solutions or responses to family violence do not respond effectively to multiple and intersectional issues. Different people require different responses. <p>Intersectionality Exercise</p> <p>Refer to the detailed facilitator notes for the <i>Intersectionality</i> Exercise.</p> <p>The key points about intersectionality will be important in some of the discussion pertaining to <i>Jaber & Zahra's Story</i> and will be emphasised in Judy Saba's commentary on this scenario. Judy particularly distinguishes between the "culture of family violence" and Jaber and Zahra's cultural background. Participants should be invited to consider the interactions of ethnicity, gender and social status in <i>Jaber & Zahra's Story</i>.</p>	<p>Fact Sheet: <i>Intersectionality</i></p> <p>PowerPoint: <i>Intersectionality</i></p> <p>Exercise: <i>Intersectionality</i></p> <p>Identity Cards for each participant from the <i>Intersectionality</i> Exercise</p>
<p>20 min</p>	<p>Break</p>	



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
60 min	<p>Working with Diversity - Jaber and Zahra's Story</p> <p>■ Task 4</p> <p>Deliver a summary presentation on the key points from the Fact Sheet: <i>Migration and Settlement</i>, emphasising acculturation issues. Ask participants to bear these things in mind when watching the following scenario.</p> <p>Divide participants into four small groups, nominating a character from <i>Jaber and Zahra's</i> scenario to each one:</p> <ul style="list-style-type: none"><input type="checkbox"/> Jaber<input type="checkbox"/> Zahra<input type="checkbox"/> Leila (daughter)<input type="checkbox"/> Jamal (son) <p>Ask participants, whilst watching the story, to identify and speculate about the cultural, migration and settlement issues that their nominated person is faced with. How do they think the family violence impacts and combines with these considerations?</p> <p>Pause before the Professional Commentary.</p> <p>Ask each small group to feedback their response to the whole group and allow discussion to occur.</p> <p>Emphasise:</p> <ul style="list-style-type: none"><input type="checkbox"/> Family violence is not excused or mitigated through experiences of racism or trauma<input type="checkbox"/> Addressing migration and settlement issues can contribute to recovery from trauma and reduction in risk of family violence<input type="checkbox"/> Acculturation occurs at different rates and in different ways for each member of the family and this adds additional pressures	<p>Scenario: <i>Jaber and Zahra's Story</i> on DVD 2</p> <p>Paper: <i>Responding to Diversity</i> for each participant</p> <p>Fact Sheet: <i>Migration and Settlement</i></p>
45 min	<p>Jaber and Zahra's Story continued</p> <p>Show the Professional Commentary from <i>Mark Murdoch, Judy Saba and Dina Lioumis</i>. Ask participants to discuss in their small groups:</p>	<p>Professional Commentary: <i>Mark Murdoch, Judy Saba and Dina Lioumis</i> on DVD 2</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p>How would you, in your professional role and in your service overall, respond to the person your group has been allocated to discuss? Ask each group to consider not only the way they would seek to work with the individual but also:</p> <p><input type="checkbox"/> How would they conduct their service if they needed an interpreter? <input type="checkbox"/> What sort of referrals they would make and for what purpose?</p>	
45 min	Lunch	
30 min	<p>Power Relations Exercise</p> <p>Refer to the detailed facilitator notes from the <i>Power Relations Exercise</i>.</p> <p>This exercise is to highlight the way power relations are communicated through our manner of interaction and that consciousness of power as used by ourselves and our clients is important for effective practice.</p>	<p><i>Power Relations Exercise</i></p> <p>Enough numbered pieces of paper for the whole group</p>
60 min	<p>Indigenous Considerations</p> <p>The purpose of this section is to generate consideration of the need for culturally effective responses to Indigenous families who experience family violence.</p> <p>Facilitator note: It is essential to read the ‘Indigenous Issues’ section of the <i>Responding to Diversity</i> Paper, before leading this segment and be well informed of the relevant research. Care should be taken to make clear that family violence is part of <i>all</i> cultures and not to generate a stereotypical view of Indigenous communities.</p> <p>Indigenous voices are integral to this part of the program through the use of the Indigenous Expert Discussion and/or Indigenous Opinion Pieces. The following section expands this through the inclusion of a guest speaker.</p> <p>Introduce this section by drawing attention to the high risk of family violence and compounded disadvantage faced by Indigenous families in accessing the Family Law System. (Morgan & Chadwick 2009, Bartels 2010, Jennings & Cunningham 2006).(References at the end of this Program) You may wish to present a short summary of key issues.</p> <p>Show one or more of the Expert Discussion: <i>Responding to Indigenous Community Needs</i> and Opinion Pieces by <i>Antoinette Braybrook</i> and <i>Stephen Ralph</i>.</p>	<p>Refer to paper: <i>Responding to Diversity</i></p> <p>Expert Panel Discussion: <i>Responding to Indigenous Community Needs</i> on DVD 4</p> <p>Opinion Pieces: <i>Antoinette Braybrook</i> and <i>Stephen Ralph</i> on DVD 3</p> <p>Fact Sheet: <i>Culture and Respect in Indigenous Communities</i></p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p>In small groups discuss:</p> <ul style="list-style-type: none"><input type="checkbox"/> What issues stand out for you in these presentations?<input type="checkbox"/> What considerations would practitioners need to take into account to respond effectively to Indigenous cultural issues?<input type="checkbox"/> What might be some hazards or dilemmas in responding to Indigenous families? <p>Ask groups to share their thoughts with the whole group. The facilitator can record points on the whiteboard and engage in clarification and exploration of the issues.</p> <p>Emphasise:</p> <ul style="list-style-type: none"><input type="checkbox"/> The complexity of interconnecting issues such as poverty; poor health; substance use etc...<input type="checkbox"/> The need for an holistic response that addresses these multiple factors, including whole of family issues<input type="checkbox"/> Subsequent to the complexity and co-occurrence of issues, the need for a high priority on collaboration and networked responses<input type="checkbox"/> Consideration of community and broader family engagement in creating responses tailored to individual's needs<input type="checkbox"/> Stolen generations as a significant issue in creating fear and lack of trust in legal systems<input type="checkbox"/> The special needs of the Aboriginal workers in the field who are themselves close to the issues. It is particularly important to listen to these workers' recommendations for culturally appropriate ways of responding to family violence in their own communities.	
20 min	Break	
60 min	<p>Invite an appropriate guest speaker from your local region to provide insight to the group regarding work with Aboriginal families and communities where there is family violence.</p> <p>A question and answer session can be offered.</p> <p>Ensure local services and resources are named and described.</p>	<p>Guest speaker</p> <p>List of appropriate local Indigenous services. (Facilitator to compile)</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
15 min	Closing Activity Invite participants to report to the whole group in a 'round', something from the day that they will share with others.	



DAY THREE: Identifying Family Violence and Responding to Risk

TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
30 min	<p>Defining Violence Exercise</p> <p>Refer to the detailed facilitator notes for the <i>Defining Family Violence</i> Exercise.</p> <p>Emphasise:</p> <ul style="list-style-type: none"><input type="checkbox"/> Family Violence only relatively recently became a public issue. For many centuries it has been a private issue. Consequently our legal and social definitions of violence are still emerging and are not yet consolidated<input type="checkbox"/> Family violence is about power and control<input type="checkbox"/> The individual experience of violence and its particular impact shapes individual definitions.	<p>Exercise: <i>Defining Violence</i></p> <p><i>Defining Violence Cards</i>. One set for each group. (From <i>Defining Violence</i> Exercise sheet)</p>
45 min	<p>Risk Assessment Exercise</p> <p>Refer to the detailed facilitator notes for the <i>Risk Assessment</i> Exercise.</p> <p>This activity is designed as preparation for a range of risk assessment activities to follow. Its key purpose is to support participants to look for the combination of factors that present risk.</p>	<p>Exercise: <i>Risk Assessment</i></p> <p>Sets of <i>Risk Factor Cards</i> for each small group (from <i>Risk Assessment</i> Exercise sheet)</p> <p><i>Risk Assessment Scales</i> handout for each participant (from <i>Risk Assessment</i> Exercise sheet)</p>
30 min	<p>Screening and Risk Assessment</p> <p>Ask the participants to brainstorm the reasons why the family law system is increasingly expecting workers to conduct family violence screening and risk assessment processes.</p> <p>Watch <i>Screening, Risk Assessment and Safety Planning</i> Expert Discussion</p>	<p>Expert Panel Discussion: <i>Screening, Risk Assessment and Safety Planning</i> on DVD 4</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increasing numbers of separating couples use the family law system and a “substantial proportion” of these have “issues relating to violence, safety concerns, mental health, and alcohol and drugs”. <input type="checkbox"/> Relationship separation itself marks an increase in risk and intensification of violence. <input type="checkbox"/> Accessing family dispute resolution, child contact or family court services, may also exacerbate risk for victims due to enforced contact or proximity, or be a flashpoint for a violent episode. <input type="checkbox"/> Family law service providers meet clients at a time of increased risk and therefore family violence is a central concern. 	<p>Refer to paper: <i>Screening, Risk Assessment and Safety Planning</i></p> <p>Refer to paper: <i>Prevention Strategies</i></p>
20 min	Break	
15 min	<p>Risk Factors</p> <p>Present <i>Risk Factors</i> PowerPoint:</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Risk factors are not the same as causal factors and therefore cannot be seen as direct links. False positives and false negatives are highly likely. <input type="checkbox"/> Nonetheless identification of risk factors needs to be used to draw our attention and prompt us to look closely 	<p>PowerPoint: <i>Risk Factors</i></p> <p>Refer to paper: <i>Screening, Risk Assessment and Safety Planning</i></p>
60 Min	<p>Scenario – Gary and Bronwyn’s Story</p> <p>Facilitator’s note: It is important to note that people who have experienced Family Violence and whose safety may be at risk are not required to attend Family Dispute Resolution. Legal advice should be encouraged so that people can understand the options available to them. It is possible to apply under section 60i(9) of the Family Law Act for an exception so that participation in Family Dispute Resolution is not required where there has been Family Violence or there is a risk of violence. The other option is to attend an intake and assessment interview at a Family Relationship Centre or other Family Dispute Resolution provider to examine whether or not Family Dispute Resolution is appropriate.</p>	<p>Scenario: <i>Gary and Bronwyn’s Story</i> on DVD 2</p> <p>Professional Commentary: <i>Dr Peter Furze, Mailin Suchting and Pamela Lewis</i> on DVD 2</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p>Explain that participants are going to view a scenario and they are to assume that it is a case in which they will be involved so they will need to watch and take notes carefully.</p> <p>View <i>Gary and Bronwyn's Story</i>, pausing before the Professional Commentary.</p> <p>Invite general responses and discussion about what the group has noticed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the violence that is being perpetrated in this relationship? <input type="checkbox"/> Is it appropriate for Bronwyn to attend FDR? <input type="checkbox"/> What happens when people have a discrepancy in their stories of violence? <input type="checkbox"/> How do our different roles within the family law system need to address this? <p>Now watch the Professional Commentary by <i>Dr Peter Furze, Mailin Suchting and Pamela Lewis</i>.</p> <p>How did participant's responses align with the professional commentary?</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initial, 'inaugurating' physical violence at the beginning of the marriage that controlled Bronwyn for many years <input type="checkbox"/> Signs of escalation <input type="checkbox"/> The FDRP questions that elicit indicators of control from Gary <input type="checkbox"/> The effects of long term violence on Bronwyn evident in her presentation. 	
45 min	Lunch	
40 min	<p>Risk Assessment and Safety Planning: <i>Tony and Jessica's Story</i></p> <p>■ Task 5</p> <p>This exercise is a staged process whereby the story of Tony and Jessica is gradually revealed and professional responses are shown. The participants consider the issues as more information is brought to light.</p> <p>Watch the first 3 chapters of <i>Tony and Jessica's Story</i> until <i>What are the risk factors?</i></p>	<p>Scenario: <i>Tony and Jessica's Story</i> on DVD 2</p> <p><i>Risk Assessment</i></p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p>In small groups, using the <i>Risk Assessment Scales Sheet</i>, assess Tony and Jessica's risk factors. Discuss in the large group.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The length of time the dispute between this couple has been going on <input type="checkbox"/> Tony's isolation and the focus of his energy <input type="checkbox"/> How worn down Jessica appears to be. 	<p><i>Scales Sheet</i> from the <i>Risk Assessment Exercise</i> for each participant</p>
60 min	<p>Tony and Jessica continued.</p> <p>Watch chapters four and five of <i>Tony and Jessica's Story</i> and pause.</p> <p>Ask participants to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Would you create a safety plan with Jessica? <input type="checkbox"/> If yes – how would you do this? <input type="checkbox"/> What would be the impact on the FDR process if you attempt to create a safety plan with Jessica? <input type="checkbox"/> How would you respond to Tony and what supports would you put in place? <p>Watch chapter six, <i>Supervision</i>.</p> <ul style="list-style-type: none"> <input type="checkbox"/> How did the supervision provided by Mergho align with what you thought the FDRP should do? <p>Watch chapter seven, <i>Safety Planning</i>.</p> <ul style="list-style-type: none"> <input type="checkbox"/> What were the key themes taken up by Kate with Jessica? <input type="checkbox"/> How would you engage Tony? <p>Watch the Professional Commentaries from <i>Dr Peter Furze and Alice Bailey</i></p> <p>Summarise any further thoughts or responses from the group.</p>	<p>Scenario: <i>Tony and Jessica's Story</i> on DVD 2</p> <p>Professional Commentary: <i>Dr Peter Furze and Alice Bailey</i> on DVD 2</p>
15 min	Break	
30 min	<p>Engaging People Who Use Violence</p> <p>■ Task 6</p> <p>After watching the previous 2 Scenarios, ask participants to discuss in their small groups the following questions:</p>	



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<ul style="list-style-type: none"> <input type="checkbox"/> How realistic do you believe it is that a professional would “collude with a perpetrator” and what does this mean? <input type="checkbox"/> What would be the focus of your work with a perpetrator in order to undermine the potential for collusion? <input type="checkbox"/> What might you do if you were concerned you had colluded, or might collude with a perpetrator? <input type="checkbox"/> What are the implications if we don’t discuss professional capacity/vulnerability to collude with perpetrators? <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The importance of sharing our questions and deliberations with appropriate colleagues/supervisors <input type="checkbox"/> The benefits of using screening and risk assessment ‘tools’. These support professionals to ask direct questions that relate to the research evidence, regarding indicators of violence <input type="checkbox"/> The priority of bringing individual’s back to a focus on the children’s interests and safety for <i>all</i> family members (remembering that children are affected by witnessing family violence even after separation) 	
<p>45 min</p>	<p>Engaging People who Use Violence</p> <p>Watch <i>Danny Blay</i> Opinion Piece on <i>Prevention Strategies</i> and ask the small groups to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss the implications of Danny Blay’s comments on their own engagement with people who use violence. <p>Ask the participants to share their comments with the large group.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accountability practices prioritise the safety of the victim and children and invite the perpetrator to notice and take responsibility for promoting safety <input type="checkbox"/> Accountability is not the same as exclusion or rejection of perpetrators <input type="checkbox"/> Accountability practices actively seek to avoid colluding with the violence while still engaging supportively with the individual concerned 	<p>Opinion Piece: <i>Danny Blay</i> on DVD 3</p> <p>Refer to Paper: <i>Prevention Strategies</i></p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<ul style="list-style-type: none"><input type="checkbox"/> Accountability practices also aim to help people who have used violence to change their behaviours through greater appreciation of the impact of their actions<input type="checkbox"/> Engaging with people who use violence is an important prevention strategy that is active in sharing the responsibility for social change, rather than simply blaming individuals. At the same time, practitioners must ensure that support and engagement are not confused with excusing perpetrators or holding victims responsible for the violent behaviour. This requires clarity from the practitioner.	
15 min	Closing Activity Invite participants to report to the whole group in a 'round', something from the day that they will share with others.	



DAY FOUR: Safety Planning – A Child Focus

TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
20 min	<p>Welcome back</p> <p>Invite a round of reflections or questions emerging from the group for brief discussion.</p>	
20 min	<p>Safety Exercise</p> <p>Refer to the detailed facilitator notes for this Exercise.</p> <p>The purpose of this exercise as a beginning activity is to remind participants that perceptions of safety, like definitions of violence are highly variable and this is particularly important for reflection and consideration in relation to children's experience of family violence.</p>	Exercise: <i>Safety</i>
30 min	<p>Testimonial – Jacob</p> <p>View <i>Jacob's</i> Testimonial and discuss participant reactions.</p> <p>Some Key Questions:</p> <ul style="list-style-type: none"><input type="checkbox"/> What is your overall response to Jacob's story?<input type="checkbox"/> What were the effects of Jacob's father's violence?<input type="checkbox"/> How do you view Jacob's relationship with other members of his family?<input type="checkbox"/> What strengths do you see in Jacob?<input type="checkbox"/> In what ways might Jacob's childhood experiences impact on him as an adult? <p>Highlight the effects of living with the violence that Jacob reveals, noting that living with his father's abuse of his mother impacts separately from being physically abused himself. Relate Jacob's issues to the PowerPoint from day one: <i>Impact of Family Violence on Children</i>.</p>	<p>Testimonial: <i>Jacob</i> on DVD 5</p> <p>PowerPoint: <i>Impact of Family Violence on Children</i></p>
40 min	<p>Circle of Safety Exercise</p> <p>The purpose of this exercise is to identify what facilitates and interrupts a child's attachment and positive development.</p> <p>Refer to the detailed facilitator notes. Complete the exercise drawing from participants' own understandings and experience of</p>	<p>Exercise: <i>Circle of Safety</i></p> <p><i>Circle of Safety Cards</i> for each small group (from <i>Circle of Safety</i>)</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p>working with families, ensuring the key points are elicited. Next, remind participants of the two stories from Tony and Jessica and Bronwyn and Gary.</p> <p>Number the small groups from 1 to 6 (or however many you have) and ask the even numbered groups to focus on Tony and Jessica's story and the odd numbered groups to focus on Bronwyn and Gary.</p> <p>Ask the groups to identify what is inside or outside the circle for the specific children in each story and share their insights about this.</p> <p>Ask the large group:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is facilitating and interrupting the children's attachment to their parents? <input type="checkbox"/> What sort of parenting arrangements would the group consider appropriate? <input type="checkbox"/> How do these arrangements fit with the circle of safety that is needed for children? 	<p>Exercise sheet)</p> <p>Handouts summarising <i>Gary and Bronwyn's Story</i> and <i>Tony & Jessica's Story</i>. (For facilitator to create)</p>
<p>15 min</p>	<p>Conclude this section by watching <i>Dr Jennifer McIntosh</i> discuss the importance of <i>Screening, Risk Assessment and Safety Planning</i> and the need to clarify parental capacity.</p> <p>Invite brief reflections on Dr McIntosh's presentation.</p>	<p>Opinion Piece: <i>Dr Jennifer McIntosh 'Screening, Risk Assessment and Safety Planning'</i> on DVD 3</p>
<p>20 min</p>	<p>Break</p>	
<p>90 min</p>	<p><i>Sam's Story - Case Study Exercise</i></p> <p>Follow the detailed facilitator's instructions in <i>Sam's Story Case Study Exercise</i>. Explain that this section will explore child focused work through an analysis of <i>Sam's Story</i>. Divide participants into four small groups.</p> <p>Hand out the case study of <i>Sam's Story</i> and allow participants 30 min to read and discuss the themes in their small groups. Ask them to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is going on for Sam? <input type="checkbox"/> What do you notice are the impacts on Sam, of living with family violence? <input type="checkbox"/> What does Sam need in this circumstance? 	<p>Exercise: <i>Sam's Story Case Study</i></p> <p>Paper: <i>Prevention Strategies</i></p> <p>Expert Panel Discussion: <i>Impact on Children</i> on DVD 4</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<ul style="list-style-type: none"> <input type="checkbox"/> What does Danny need? <input type="checkbox"/> What does Jodi need? <input type="checkbox"/> What would be a child focused response? <input type="checkbox"/> What referral and collaboration options would you draw on to respond to this situation? <input type="checkbox"/> What are the ethical issues in this case study? <p>Invite the groups to share their deliberations and draw out a discussion about the worker “breaching” the Contact Order due to a policy of not forcing children to do something they do not wish to do.</p> <p>Conclude by inviting responses and emphasising key points from this commentary.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Putting Sam’s needs at the centre of the work <input type="checkbox"/> Noticing and building upon Danny’s current parenting capacities <input type="checkbox"/> Noticing and enquiring about Danny’s support needs <input type="checkbox"/> Separating Danny’s personal support needs from Sam’s needs <input type="checkbox"/> Cultural respect and a culturally responsive approach <input type="checkbox"/> Referral options for Danny to seek personal support <p>Show <i>Dr Jennifer McIntosh’s and Professor Lawrence Moloney</i> Expert Discussion on <i>Impact on Children</i>, particularly noting children’s needs in relation to parenting arrangements</p> <p>What additional considerations does this commentary raise?</p>	
45 min	Lunch	
60 min	<p>Parenting Arrangements and Family Violence</p> <p>■ Task 7</p> <p>The purpose of this exercise is to draw together participants’ understandings of working with family violence and information that has been covered during this course.</p> <p>Continuing in small groups, ask participants to discuss one of the three stories of Tony and Jessica; Gary and Bronwyn; or Jaber and Zahra. (Or the facilitator can allocate the stories to each group).</p>	<p>Butcher’s paper and pens</p> <p>Refer to paper: <i>Legal Framework</i>, ‘Parenting Arrangements’ Section</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p>The group should address the following questions and write summary answers on butcher’s paper to present to the wider group:</p> <ol style="list-style-type: none"> 1. What are the considerations for establishing parenting arrangements in each of the stories? What needs, rights and responsibilities are operating here? (Take each character in turn) 2. What are the risk factors and protective factors for each story? 3. Once family violence is identified, what ethical dilemmas in relation to parenting arrangements arise for the professionals involved? 4. <i>Within your role</i>, how could you support the parent who uses violence to end the violence and focus on their child’s needs? 5. <i>Within your role</i>, how could you support the safety of the victim? 6. Hypothetically – how would you explain your professional role and your actions to the child/children in this story? <p>Small groups feedback their deliberations to the whole group.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> That <i>quality</i> of parenting is central to an understanding of ‘parenting arrangement’ rather than time allocated <input type="checkbox"/> ‘Parenting arrangement’ does not necessarily mean <i>equal</i> time or notions of ‘50/50’ <input type="checkbox"/> A ‘parenting arrangement’ requires communication and trust <input type="checkbox"/> Parenting alliances that are flexible and able to respond to the unique factors in each child’s life are necessary for parenting arrangements to work, rather than the rigidly defined arrangements usually required for safety <input type="checkbox"/> A ‘parenting arrangements’ is developmentally challenging for infants and pre-school children (McIntosh et al 2010) <input type="checkbox"/> There are ways of working that support accountability and a child focus even if your role does not appear to be responsible or related to these issues – supporting a system of accountability and prevention is critical to safety 	<p>Refer to the following: ‘Integrated Findings’ on pages 8-9 of McIntosh et al (2010). <i>Post Separation parenting arrangements:</i> (Reference at end of this program)</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
40 min	<p>Multidisciplinary Work and Collaboration ■ Task 8</p> <p>Watch the <i>Joint Family Violence Committee</i> (Family Court and the Federal Magistrates Court) (24 Min) or the <i>Legal Framework</i> (24 min) Expert Discussion</p> <p>Discuss the issues relating to community and court collaboration, particularly the comments on access versus admissibility.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The impact violence has on families and in particular children <input type="checkbox"/> Sufficient training to ask the 'right' or difficult questions <input type="checkbox"/> Each profession has the responsibility to do risk assessment and to find the most appropriate way for their profession <input type="checkbox"/> The kind of action to take when family violence is disclosed <input type="checkbox"/> Ways of achieving collaboration in the family law system 	<p>Expert Panel Discussion: <i>Joint Family Violence Committee</i> (Family Court and the Federal Magistrates Court) or the <i>Legal Framework</i> on DVD 4</p> <p>Refer to Paper: <i>Multi-disciplinary Collaboration and Integrated Responses to Family Violence</i></p>
15 min	<p>Break</p>	
30 min	<p>Referral Pathways</p> <p>Refer to the detailed facilitator's notes in order to complete the <i>Collaboration and Referral</i> Exercise.</p> <p>This exercise intends to support participants to share knowledge about local resources and how they may collaborate to assist clients' safe progress through the family court system.</p> <p>Begin by highlighting the following key points:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pathways through the system need to be defined and more widely understood <input type="checkbox"/> Unclear pathways or lack of adequate coordination between services, lawyers and courts have adverse implications for the wellbeing of children and other family members <input type="checkbox"/> There is an urgent need for greater sharing of information and facilitation of pathways between the various services, agencies and courts that are involved in family violence matters 	<p>Exercise: <i>Collaboration and Referral</i></p> <p>Refer to paper: <i>Multi-disciplinary Collaboration and Integrated Responses to Family Violence</i></p> <p>A list of appropriate local services and resources as a handout (Facilitator to create)</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<ul style="list-style-type: none"><input type="checkbox"/> Additional services external to the court are important for supporting the success of parenting arrangements and wellbeing of clients<input type="checkbox"/> This requires knowledge of relevant services and confidence to engage with and refer across systems; disciplines; and jurisdictions	
10 min	<p>Opinion Piece: <i>Sam Page</i>.</p> <p>Show the Opinion Piece by <i>Sam Page</i> as a concluding statement about the need for collaboration and skills in responding to family violence, within the Family Law System</p>	Opinion Piece: <i>Sam Page</i> on DVD 3
15 min	<p>Closing round and preparation for skills practice and formal assessment.</p> <p>Invite participants to report to the whole group in a 'round', something from the day that they will share with others.</p> <p>Explain that tomorrow will be an opportunity to practice direct skills in risk assessment; safety planning; dispute resolution; and drafting parenting arrangements where family violence is an issue.</p> <p>For those people being formally assessed, participation is compulsory as part of the required assessment tasks. Ensure that these participants have received their assessment booklets.</p>	Assessment booklets



DAY FIVE: From Knowledge into Practice

The final day of this program is set aside for direct practice and skill development. Participants may opt to be formally assessed for nationally recognised competencies during this day. For those not being formally assessed this is an opportunity to consolidate the knowledge and awareness that has been raised during the previous four days and receive feedback from their peers. It is an integral part of the learning program.

Several assessors will be necessary to allow formal assessments to occur concurrently. The facilitator will need to organise the correct amount of assessors depending on the number of people being assessed. Specific information about the process and requirements of the assessment tasks will have been handed out to participants at the beginning of the week.

Where there are groups of people choosing not to be assessed, the role of observer can be created to support external reflection and feedback.

After each role play when all of the participants have enacted the worker role, the facilitator should invite whole group discussion to share experiences and questions.

TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	Assessment Activities	
	<p>■ Task 9</p> <p>Role Play: Conduct a family violence screening and risk assessment process in an intake session using the screening tool provided.</p> <p>The person being assessed in this task will take on the role of the worker conducting a family violence risk assessment. Another participant will be required to play the role of a client, based on a case study provided by the facilitator. Where no formal assessment is taking place, a third participant will be an observer.</p> <p>This role play will be observed by an assessor who will use the assessment task checklist to record their observations.</p> <p>Where the participant is not being formally assessed, the participant observer will take notes and provide personal reflections at the end of the role play.</p>	<p>Exercise: 'Risk assessment screening tool' from <i>Risk Assessment Exercise</i></p> <p>Role play case study (provided by facilitator)</p>



TIME	ACTIVITY SEQUENCE & FACILITATOR NOTES	RESOURCES REQUIRED
	<p>■ Task 10</p> <p>Role play: Create a Safety Plan</p> <p>The person being assessed in this task will enact the role of a worker engaging a client in safety planning. Another participant will be required to play the role of a client.</p> <p>This task can be based upon the information gathered in Task 9 or upon a new scenario provided by the facilitator.</p> <p>This role play will be observed by an assessor who will use an assessment task checklist to record their observations.</p> <p>Where the participant is not being formally assessed, the observer will take notes and provide personal reflections at the end of the role play.</p>	<p>Role play case study (provided by facilitator)</p>
	<p>■ Task 11</p> <p>Role Play: Establish ground rules for a couple or individual accessing your services where violence has been alleged</p> <p>You will be required to undertake a role play with a couple or individual, where violence has been alleged, to establish ground rules for the couple when using or accessing your services, while being observed by an assessor.</p> <p>This role play can be applied to couples accessing:</p> <ul style="list-style-type: none"><input type="checkbox"/> Dispute Resolution<input type="checkbox"/> Relationship Counselling<input type="checkbox"/> Children's Contact Services. <p>This assessment requires 2 other participants to role play the clients, based upon a scenario provided by the facilitator/assessor.</p> <p>This role play will be observed by an assessor who will use an assessment task checklist to record their observations.</p> <p>Where the participant is not being formally assessed, the observer will take notes and provide personal reflections at the end of the role play.</p>	<p>Role play scenario (provided by facilitator)</p>
30 min	<p>Closing round and evaluation</p> <p>Invite participants to report to the whole group in a 'round', something from the day that they will share with others.</p> <p>Handout final evaluation forms for completion and collect these before participants depart.</p>	<p><i>Post-Course Evaluation Forms</i></p>



References:

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McIntosh, J. Smyth, B. (2010) *Post-separation parenting arrangements: patterns and developmental outcomes for infants and children, Synopsis of two studies* for the Attorney General's Dept.
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