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March 2010

CDFV Reader

Safe Homes, Solid Families



Let's build on it!

National Indigenous Family Violence Prevention Forum 2010

Increasing the focus on primary prevention

Domestic and family violence 'safety upgrades' initiative

National Indigenous Family Violence Prevention Forum program



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Director's message

On 10 March 2010 the Community Services Minister Karen Struthers and Police Minister Neil Roberts released a consultation paper as part of the Queensland Government's process for reviewing the *Domestic and Family Violence Protection Act 1989*. This is the most comprehensive review of the Act since its inception in 1989, although key aspects of the Act were reviewed over a five-year period from 1996-2001, resulting in extensive and very significant amendments.

The five year review, which began in 1996, involved two sets of amendments. The first set of amendments (1999) included a wide range of technical amendments to enhance efficiency in the implementation of the Act and to specifically include same-sex relationships in the definition of 'spouse'. The second set of amendments (which were passed in 2002 and commenced in March 2003) broadened the coverage of the Act to include non-spousal relationships. The three year gap between the two sets of amendments resulted from the need for some of the technical issues to be addressed urgently, while the more contentious policy issues surrounding the inclusion of non-spousal relationships in the Act required further consultation and negotiation. Consideration of broadening the coverage of the Act dates back to the Queensland Domestic Violence Taskforce Report *Beyond These Walls*, which recommended that the (then) "proposed Queensland Domestic Violence Council examine and report on the area of non-spousal violence involving adult members of households" (recommendation 23). As a result, Susan Currie was commissioned to research and produce the report on legislative options for non-spousal domestic violence, published in 1996 as part of the process for reviewing the *Domestic and Family Violence Protection Act 1989*.



The current review of the *Domestic and Family Violence Protection Act 1989* is a comprehensive review of the Act and its place in Queensland's legal framework. That is, for the first time since its inception, consideration is being given to whether the legislative response to domestic and family violence should sit within a criminal law framework, rather than being primarily a civil law response which straddles, or overlaps with, criminal law. While making a domestic violence protection order is a civil law action, breaches of a protection order and certain types of domestic and family violence, including assault and stalking, are currently criminal offences. However, as research by Heather Douglas shows, the full force of the criminal law is seldom applied to domestic and family violence matters.

A key question in the review process, then, is whether or not 'committing domestic violence' should be a separate criminal offence. The consultation paper rightly points out that there are a number of matters to be considered when thinking about this question and what impact one decision or the other has on safety, autonomy and justice for victims, whom we know are predominantly women. One issue to be considered that does not appear in the consultation paper list is the standard of proof required for criminal matters (beyond reasonable doubt), compared to the standard of proof required for civil matters (on the balance of probabilities). The Tasmanian legislation, which has created a separate criminal offence of domestic violence, includes a fall-back position; even if there is insufficient evidence to convict a perpetrator for the criminal offence of domestic violence, a civil protection order may still be made if there is sufficient evidence to meet the civil standard of proof.

Another set of critical questions, in my opinion, to be addressed in the review, is the set of questions relating to the inclusion of guiding principles. I and many of my colleagues believe that the legislation is applied in ways not intended, and to the detriment of victims of violence because of a lack of a clearly articulated objective or purpose within the Act. This is manifested, for example, in the application of cross-applications and cross-orders, where each party is subject to an application/order as an aggrieved, and as a respondent. To achieve adequate protection for victims of domestic and family violence, we must find ways of better articulating the phenomenon we are trying to redress through legislation. We need a clearly articulated objective, purpose and/or set of guiding principles, underpinned by a gender analysis, to be inserted into whatever legislation we end up with to protect against domestic and family violence.

Heather Rancarrow

Submissions to the review of the *Domestic and Family Violence Protection Act 1989* close on 31 May 2010. The consultation paper can be found at <http://www.getinvolved.qld.gov.au/consultqld/>.

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Centre news

In December 2009, the Minister for Communities and Housing and Minister for Women, Karen Struthers, advised that she had approved a further three years' funding to deliver the services of the Queensland Centre for Domestic and Family Violence Research (CDFVR). The services provided by CDFVR are research, evaluation, sector development and community engagement on matters pertaining to domestic and family violence in Queensland.



CDFVR's current service agreement expires on 30 April 2010. In preparation for negotiating a new agreement with the Department, and consistent with our usual practice at the conclusion of each agreement, CDFVR conducted a review of its products and processes. As a result of this review, we have decided to establish a new advisory structure that ensures relevant networks and agencies with specific expertise are directly represented in CDFVR's advisory structure. A total of seven networks and five agencies have been invited to nominate a representative for the proposed CDFVR Advisory Group. They are listed below.

Networks

1. Queensland Domestic Violence Services Network
2. Combined Women's Refuge Network (SEQ)
3. Women's Refuge Group (CQ)
4. North Queensland Women's Services Network
5. Domestic Violence Court Assistance Network
6. Services and Practitioners Eliminating Abuse Queensland
7. Queensland Sexual Assault Network

Agencies

1. Immigrant Women's Support Service
2. Elder Abuse Prevention Unit
3. Women with Disabilities Australia
4. Sister's Inside
5. Mackay and District Australian South Sea Islander Association

Representatives of these networks and agencies are to be nominated by the end of March. Soon after, they will join members of CDFVR's Aboriginal and Torres Strait Islander Reference Group at a meeting in Mackay to contribute to strategic planning for the next three years. The CDFVR Advisory Group members will also provide ongoing advice and support through teleconferences and email.

Domestic and family violence 'safety upgrades' initiative

Heather Nancarrow, CDFVR

The Queensland Government's Department of Communities is currently trialling a 'safety upgrades' initiative under the umbrella of *For Our Sons and Daughters: A Queensland Government strategy to reduce domestic and family violence 2009-2014*. The initiative provides minor security upgrades on premises to enable victims of domestic and family violence to remain safely in their own homes, rather than having to move to a shelter or other temporary accommodation.

Policy context

This approach is a key feature of the Australian Government's White Paper *The Road Home: A National Approach to Reducing Homelessness*. Domestic and family violence is the biggest single cause of homelessness among women and children. The impacts of homelessness, on top of the impacts of domestic and family violence, are wide ranging and include negative impacts on health, education and social development. *The Road Home* is discussed in some detail in the CDFVRe@der, Volume 7, No. 3 published in March 2009.

The idea that victims of domestic and family violence, predominantly women, should be able to remain in their own home where it is safe and desirable to do so, has been recognised in Queensland's *Domestic and Family Violence Protection Act 1989* since its inception. This recognition has been in the form of the courts' ability to include specific conditions on a domestic violence protection order, including prohibiting a respondent to a domestic violence order (i.e. the perpetrator of violence) from entering or remaining on specified premises, including premises occupied, or formerly occupied, by the respondent and the aggrieved (the victim of violence for whom an order is made). Orders with such a condition are commonly called 'ouster orders', just as orders with a 'no-contact' condition are called 'no-contact orders', although the word 'ouster' was not used in the original domestic violence legislation. While provisions to remove perpetrators from the home have been available since the inception of the Act, they have seldom been used.

Research on magistrates' understandings of domestic violence and attitudes to ouster orders (Field and

Carpenter 2000; Field, Carpenter and Currie 2003)¹ found that magistrates were very reluctant to oust perpetrators from the family home. The reluctance was largely based on concerns about the perpetrator's accommodation needs, with the assumption that women and children could go to women's shelters, while there was no alternative for men; and that matters related to property were more appropriately dealt with in the family law jurisdiction. Consequently, as the research found, ouster orders were only granted in cases of severe violence, as a last resort. Ironically, it is in cases of severe violence that an ouster order is most likely to be inappropriate because of the risks involved.

Research conducted by the national Partnerships Against Domestic Violence (2000, 2004)², the Victorian-based Domestic Violence and Incest Resource Centre (2002)³ and the Australian Domestic and Family Violence Clearinghouse (2004)⁴ also supports removal of the perpetrator from the home and variously recommends, as a means to increase the use of ouster orders:

- increased funding for a range of alternative accommodation options for men; and
- increased funding for a range of new support options for women, and their children, wishing to remain in the home.

Initiatives to increase and support the use of ouster orders have been in place in the ACT, New South Wales, Victoria and Tasmania for several years.

Legislative provisions in Queensland

Over the years, provisions related to ouster orders have been clarified and strengthened in various amendments to the *Domestic and Family Violence Protection Act 1989*. Currently, section 25 of the Act enables the court to impose specific conditions, including *prohibiting the respondent from doing all or any of the following in relation to stated premises even though the respondent has a legal or equitable interest in the premises*:

- (i) remaining at the premises;
- (ii) entering or attempting to enter the premises;
- (iii) approaching within a stated distance of the premises⁵.

¹Field, R. and Carpenter, B. (2003) *Issues Relating to Queensland Magistrates' Understandings of Domestic Violence DVCAN Annual Conference, June 2003, Brisbane. (Unpublished)*; and Field, R., Carpenter, B. and Currie, S. (2003) "Issues in making of Ouster Orders Under the Domestic Violence (Family Protection) Act 1989" In: Dewar, John and Parker, Stephen, (eds.) *Family Law Processes, Practices and Pressures*. Hart Publishing, Oxford, United Kingdom.

²Partnerships Against Domestic Violence (2000) *Home Safe Home* Commonwealth of Australia; Partnerships Against Domestic Violence (2004) *Improving Women's Safety* Commonwealth of Australia.

³Southwell, Jenni (2002) *Family Violence and Homelessness: Removing the Perpetrator from the Home* Domestic Violence and Incest Resource Centre.

⁴Edwards, Robyn (2004) *Staying Home Leaving Violence* Australian Domestic and Family Violence Clearinghouse

⁵Section 25(3)(b) *Domestic and Family Violence Protection Act 1989*.

This provision makes clear that even in matters where the respondent is the owner, or has a tenancy lease on the premises, the court may impose an ouster order. The *Residential Tenancies and Rooming Accommodation Act 2008* makes specific provision for tenancy matters related to domestic violence⁶. These provisions facilitate the making of ouster orders where the respondent is the tenant or a co-tenant. Further, to streamline the process and reduce the burden on victims of domestic and family violence, section 62A of the *Domestic and Family Violence Protection Act 1989* enables applications under the *Residential Tenancies and Rooming Accommodation Act 2008* to be made to the Magistrates Court, rather than the Queensland Civil and Administrative Tribunal, as would otherwise be the case. Queensland's tenancy legislation has included provisions to facilitate ouster orders since 1994⁷, indicating the desire of the Queensland parliament for a period of at least 15 years, to enhance access to ouster orders.

Implementation of the Queensland initiative

Both *The Road Home* and *For Our Sons and Daughters* acknowledge that ouster orders must only be used where it is safe to do so. This will require thorough risk assessment by skilled domestic violence workers and informed decision-making for the aggrieved. The Department of Communities has wisely located Queensland's trial safety upgrades initiative in sites that have a range of co-ordinated services, including perpetrator programs. The three-site trial, which commenced in late 2009 and will run for a year, is being delivered by the Sunshine Coast and Cooloola Domestic & Family Violence Service, the Gold Coast Domestic Violence Prevention Centre and the North Queensland Domestic Violence Resource Service (Townsville).

The initiative provides funding for the purchase of various items related to increasing the safety of victims of domestic and family violence remaining in their homes. This includes door locks, patio bolts,

keys changed, window locks, security grills, sensor lights, installation of garden shed locks, wheelie bin chains and locks, fire extinguishers, trimming of trees and bushes, mobile phones and any other response identified as necessary through a safety audit. Under the initiative, funding is also provided to assist the respondent with short-term accommodation (up to 72 hours), if necessary, while they look for alternative accommodation. This aspect of the initiative aims to ensure that the respondent is not made homeless. It also guards against the respondent using homelessness as an excuse to return to the home in spite of an ouster order.

In each location, the service delivering the safety upgrades initiative will appoint a dedicated safety upgrades worker and will work closely with police, including police crime prevention units, housing services, behaviour change programs and other agencies that provide services relevant to the implementation of the initiative. They will undertake safety audits and risk assessments to assist victims of violence to determine whether an application for an ouster order could be considered a safe option in the particular circumstances.

Concluding comments

For many victims of domestic and family violence, an ouster order is not going to be an appropriate response. Crisis accommodation and longer-term alternative housing must continue to be key components in supporting women and their children affected by domestic and family violence. But it is time to act in support of women who choose to remain in their own home, rather than flee. Such support must involve a thorough, expert risk assessment and safety audit, safety upgrades as necessary and ongoing monitoring and assessment of risk to ensure continued safety for women and their children. We commend all involved in the safety upgrades project and look forward to hearing what has been learnt from their work.

⁶See sections 245, 321 and 323 of the *Residential Tenancies and Rooming Accommodation Act 2008*.

⁷See *Residential Tenancies Act 1994*, predecessor of *Residential Tenancies and Rooming Accommodation Act 2008*.

In December 2009, CDFVR convened a half-day forum titled *Investigating the interaction of family law and domestic violence and child protection laws and practices and the implications for the safety and well-being of women and children*. Addressing the lack of congruence between these areas of law and practice and the consequent safety risks for women and children had been identified as an urgent priority in *Time for Action: The National Council's Plan for Australia to Reduce Violence against Women and their Children*. This is now the subject of an inquiry being conducted jointly by the Law Reform Commission (ALRC) and the New South Wales Law Reform Commission (NSWLRC), in consultation with other states and territories.

CDFVR convened the forum to promote awareness of the ALRC/NSWLRC inquiry and to stimulate discussion and contributions to the inquiry from practitioners, researchers and others in Queensland. A DVD of the forum presentations is now available. To obtain a copy please email enquiries@noviolence.com.au. Orders are limited to a maximum of three copies per service.



Domestic and Family Violence Database summary – variation, by geographic region, in use of *DVConnect* telephone services

Annie Webster and Heather Nancarrow, CDFVR

In this article, data from CDFVR's domestic and family violence database was used to consider patterns of usage of the state-wide domestic and family violence telephone line *DVConnect*, across urban, outer regional, remote, and very remote areas of Queensland. *DVConnect* offers the following programs: *serviceline*, *womensline* and *mensline* to both aggrieved (victims of domestic and family violence) and respondents (those who perpetrate domestic and family violence). Therefore services may be provided to people who are in one or more of the current situations:

- experiencing violence in a current relationship
- experiencing violence from a past relationship
- previously experienced violence in a relationship
- using violence in a current relationship
- using violence in a past relationship
- previously used violence in a relationship.

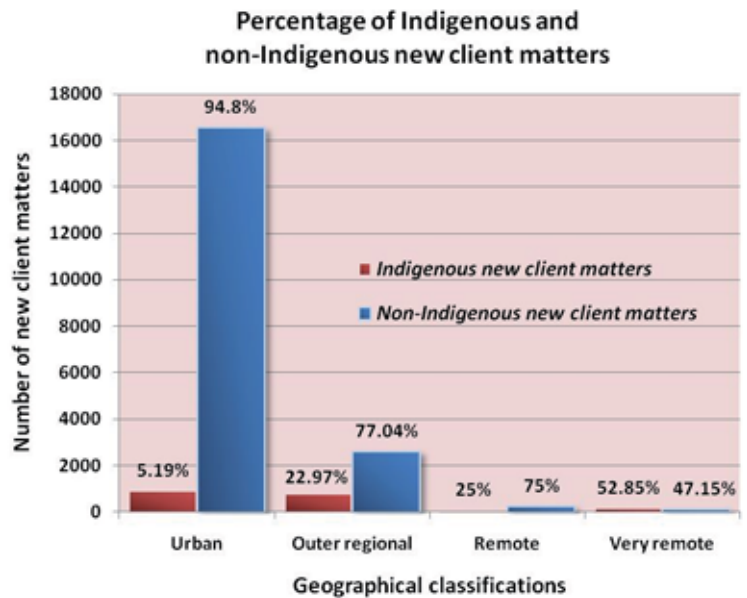
The data do not represent the prevalence of domestic and family violence in Queensland, but provide an insight into the similarities and differences between urban, outer regional, remote and very remote areas of Queensland regarding some aspects of domestic and family violence related services provided by telephone.

The geographical classifications used in this report were arrived at through the following process. First, and using the post-code recorded for the last incident of violence, we grouped client matters in the sample according to the Australian Bureau of Statistics' *Australian Standard Geographic Classification – Remoteness Areas* (RA) system. Within the RA system, remoteness is defined as the physical distance of a location from the nearest urban centre, in each of five classes based on population size. The five classes are: RA1 (major cities), RA2 (inner regional locations), RA3 (outer regional locations), RA4 (remote locations) and RA5 (very remote locations). Then, because of their relative ease of access to services, we collapsed the categories RA1 and RA2 into a new category, 'urban'; leaving outer regional, remote and very remote categories as is.

The sample drawn for this analysis comprised 21 478 new client matters recorded by *dvconnect* between January 2007 and January 2010. Of the total 21 478 new client matters, 17 474 (81.3%) were from urban areas; 3 388 (15.8%) were from outer regional areas; 336 (1.5%) from remote areas; and 280 (1.3%) from very remote areas.

Within the total state-wide sample, 1 917 (9%) new client matters were recorded for Indigenous clients.

As can be seen in the following graph, and consistent with population spread, the proportion of Indigenous client matters, relative to non-Indigenous matters, increased with the degree of remoteness. In fact, calls to *DVConnect* from very remote areas of the state were almost as equally likely to be related to Indigenous new client matters as non-Indigenous new client matters.



Primary type of service provided

The domestic and family violence database asks participating services to indicate the 'primary type of service' provided for new client matters, selecting from 'counselling', 'court support', 'crisis intervention', 'advocacy' and 'other'. Of the 17 474 urban matters in this sample, counselling was most frequently the primary type of service provided (45.6%, n=7 973), followed by crisis intervention (29.9%, n=5 221) and court support (16.6% n=2 896). While crisis intervention was the primary service provided for less than a third of new client matters in urban areas, it was the primary service provided for nearly half of the new client matters in outer regional areas (45.4% n=2 537) and remote areas (49.4% n=166); and was the primary service provided for more than half of the people in very remote areas of the state (56.1% n=157).

Counselling accounted for the second highest primary service provided for new client matters in outer regional, remote and very remote areas, with 'other' services representing the third highest type of service provided across all three of these areas.

Table 1. Primary type of service provided

	Urban (n=17 474)		Outer Regional (n= 3 388)		Remote (n=336)		Very remote (n=280)	
	n	%	n	%	n	%	n	%
Counselling	7 973	45.6	1 497	44.2	139	41.4	96	34.3
Court Support	2 896	16.6	59	1.7	11	3.3	4	1.4
Crisis Intervention	5 221	29.9	1 537	45.4	166	49.4	157	56.1
Advocacy	149	0.9	22	0.6	1	0.3	3	1.1
Other	1 066	6.1	241	7.1	18	5.4	15	5.4
No value entered	169	1.0	32	0.9	1	0.3	5	1.8

Primary reason for contact

Within the domestic and family violence database ‘primary reason for contact’ refers to the current situation of the client in terms of experience of domestic and family violence, as described in the opening paragraph. Across the four geographic areas, *experiencing violence in a current relationship* was the most common situation, with the likelihood of this being the primary reason for contact increasing with remoteness. In urban areas 60.4% (n=10 563) of new client matters recorded concerned violence in a current relationship. Violence in a current relationship was the primary reason for contact for 71.9% (n=2 437) of new client matters in outer regional areas; 78.3% (n=248) in remote areas and 78.2% (n=219) in very remote areas.

In urban areas, the second highest primary reason for contact with *DVConnect* concerned clients who were *using violence in a current relationship* (13.5%, n=2 357). In outer regional, remote and very remote areas, the second highest primary reason for contact concerned clients who were *experiencing violence from a past relationship*.

	Urban (n=17 474)		Outer Regional (n= 3 388)		Remote (n=336)		Very remote (n=280)	
	n	%	n	%	n	%	n	%
Experiencing violence in current relationship	10 563	60.4	2 437	71.9	248	73.8	219	78.2
Previously experienced violence in a relationship	712	4.1	155	4.6	15	4.5	10	3.6
Experiencing violence from past relationship	2 224	12.7	445	13.1	43	12.8	30	10.7
Using violence in a current relationship	2 357	13.5	169	5.0	20	6.0	9	3.2
Used violence in a relationship	419	2.4	36	1.1	4	1.2	1	0.4
Using violence in past relationship	638	3.7	45	1.3	1	0.3	3	1.1
No value entered	561	3.2	101	3.0	5	1.5	8	2.9

Gender of clients using violence in a current relationship

For all geographic areas, where *using violence in a current relationship* was recorded as the primary reason for contact, the great majority of matters involved a male client. In urban areas, 93.45 percent (n=2 203), of the clients were male and 3.5 percent (n=85) were female (gender was not recorded for the remaining 3%). Similarly, male clients accounted for 95% (n=161) of clients in outer regional areas using violence; 95% (n=19) of those in remote areas and 89% (n=8) in very remote areas.

Conclusion

In summary, domestic and family violence data collected by *dvconnect* for CDFVR’s domestic and family violence database showed that intervention in urban areas was more likely to be for counselling, possibly at an earlier stage of intervention than in outer regional, remote and very remote areas where clients were more likely to seek assistance for crisis intervention. The majority of clients in all regions were experiencing violence in a current relationship. There was a clear indication that people in outer regional, remote and very remote areas were less likely than their urban counterparts to seek help for their use of violence, however, across all regions those seeking help to address their use of violence were, in the vast majority of cases, men.

Safer Families Support Service South West Queensland

Sharon Preston, Manager, Safer Families Support Service South West Queensland, guest contributor

In October last year development and expansion of domestic violence support services based in Roma became the responsibility of Centacare Toowoomba. The new service, under the banner of Safer Families Support Service, has undertaken a commitment to South West Queensland Indigenous communities to deliver culturally sensitive services in the region.

We have been very fortunate to recruit two very experienced and qualified Indigenous workers, Lee George and Trevor Knox, who bring specific expertise, years of experience, understanding and initiative with them to their roles of counsellors and developers of culturally appropriate family violence programs in the Charleville, Cunnamulla and St. George communities. Lee is a Social Worker and Trevor has a Masters in Indigenous Therapies.

Good practice initiatives in Indigenous family violence prevention and support for the aggrieved, the children and respondents includes assisting women to build their self-esteem and confidence, and to make them aware of the safety network available after they leave our programs. The programs embrace Aboriginal cultural values and solutions primarily through a holistic approach which is also aimed to protect clients by educating their abusive partners and ex-partners. Many Indigenous women will not leave their communities; and why should they?

This allows clients to take control of their circumstances, as well as understand the wider socio-historical-cultural context of domestic violence. A key factor in the process and content of culturally sensitive programs is that they allow for interaction between group members and focus on supporting the whole family in the healing process which contrasts with western family violence responses that have tended to address only the needs of the individual in isolation.



Trevor Knox, Safer Families Support Service counsellor

Trevor and Lee, through Art for Healing; Yarning Circles; Healing Circles; Big Sista, Little Sista and Big Buddha, Little Buddha Programs will address collective and individual healing as an essential component of the programs, focussing not only on the client's healing process but also the healing within extended families, communities and groups.

The culturally-specific content and focus provided by Lee and Trevor will provide a vehicle through which clients can also explore issues of identity and re-evaluate their own situations. Using the examples of successful programs used

by Maori communities where the people of Ngati Porou were able to use their own tino rangatiratanga (or cultural ideology) as the base upon which project content and process was formed (Brewin & Coggan 2004), Safer Families Support Service is committed to delivering programs and acknowledges the importance of programs that are community-based and specifically address Aboriginal aspirations.



Lee George, Safer Families Support Service counsellor

The Women's Circle Project is another international family violence intervention program that has influenced Safer Families' commitment to culturally sensitive program delivery in SW Queensland. The Women's Circle Project, reviewed by Saylor (2003), was focused on assisting Native Americans. This project offered a wide range of services for both men and women, including group and one-on-one counselling services. Family instability and domestic violence were chief concerns among the issues bringing women to the Circle Project (Saylor 2003).

According to Saylor (2003), the high levels of violence, substance abuse and depression experienced by American Indian women are interrelated and pose a serious health problem. This is addressed in the Safer Families programs by parallel service delivery with local drug and alcohol counsellors and the Aboriginal Medical Service.

The Women's Circle program highlighted the importance of linking an individual's health, physical and spiritual wellness with that of the community and natural world by having a strong cultural component, as cultural affiliation and identity were understood to be protective factors against high-risk behaviour. Cultural involvement was viewed as an asset contributing to individual and community life (Saylor 2003). The program reported highly positive improvements in the participant's behaviour, life circumstances, employment and health status, as well as a marked reduction in substance abuse. Safer Families Support service wants this for the Indigenous communities of SW Queensland.

References

Brewin, M. & Coggan, C. 2004, *Evaluation of the Ngati Porou Community Injury Prevention Project*, Ethnicity & Health, Vol. 9, No. 1, February, pp.5-15.

Saylor, K. 2003, *The Women's Circle Comes Full Circle*, Journal of Psychoactive Drugs, Vol. 35, Issue, 1, ProQuest Medical Library, January-March, pp.59-62.

National Indigenous Family Violence Prevention Forum: Safe Homes, Solid Families – Let's build on it!

Annie Webster, CDFVR

Organisation for this year's National Indigenous Family Violence Prevention Forum: Safe Homes, Solid Families – Let's build on it! is well and truly underway with information and registration now available on our website www.noviolence.com.au.

Speakers for the forum were chosen by the national forum team which includes the Centre's Aboriginal and Torres Strait Islander reference group and representatives from our forum partners, Charles Darwin University and the Australian Institute for Aboriginal and Torres Strait Islander Studies. Speakers were selected from a total of 55 expressions of interest, assessed against forum objectives and applicants' choice of delivery format whilst ensuring a spread of speakers from across Australia.



Topics for this year's forum reflect themes identified by the 2009 forum participants as priorities for 2010. These topics are: domestic and family violence and homelessness; abuse of older people; and domestic and family violence and children. A copy of the draft program is available on the middle pages of this issue of the Re@der, as well as on our website.

Participants at last year's forum will remember the noise from jackhammers and nail guns from building work being conducted outside the venue. The good news is that this year the forum will be held in the new Mackay Entertainment and Convention Centre (MECC), which will enable us to extend the amount of participants we can accommodate and provides four separate rooms for

yarning circle break-outs. Because of the increased numbers attending this year the MECC has offered us a conference package which means that the forum dinner (and karaoke) will be included in registration fees. As usual the forum dinner will be a gala event and we look forward to welcoming some new voices to the karaoke stage!

The cut-off for this year's registration is Tuesday 27 April. If you do not have access to the internet or are having difficulties accessing the registration form please contact Annie Webster on 07 49497834 or a.webster@cqu.edu.au. We advise you to book early to avoid missing out.



Forum artwork featured on front cover by Luke Mallie of Mallie Designs www.malliedesigns.com.au



The Queensland Centre for Domestic and
conjunction with Charles Darwin University and the Austral

National Indigenous Family Violence

Safe Homes, Solid Fam

Draft

Day 1 – Wednesday May 19
Family violence and homelessness

- 8.00 am Registration
- 8.45 am Welcome to Country
- 9.55 am Welcome - Heather Nancarrow - Director, CDFVR
- 9.10 am **Keynote speaker - Mick Gooda**
- Aboriginal and Torres Strait Islander Social
Justice Commissioner
- 9.40 am **Plenary panel**
Chair: Russell Taylor, AIATSIS
Wayne Fossey - Beenleigh Housing, Qld - *How the mob copes*
Pat Cora, Tenants' Union of Qld - *to be advised*
Gracelyn Smallwood, James Cook University, Qld
- *The Northern Territory Intervention's contribution to homelessness*
- 10.30 am **MORNING TEA**
- 11.00 am Questions to panel
- 11.15 am **Yarning circles**
Pat Cora - Qld
Lyn Charles/Julie Oberin - Vic
Bill Lowah - Qld
Antoinette Braybrook - Vic
Coleen Jensen/Lynette Dewis - Qld
Jeff Lawton, Qld
- 12.15 pm Summary by yarning circle presenters
- 12.30 pm **LUNCH**

Day 1 afternoon
Abuse of older people

- 1.30 pm **Keynote speaker –**
- *Abuse, hurt, pain and*
Rarely seen, rarely
- 2.05 pm **Plenary Panel**
Chair: Professor St
Dulcie Bronsch - Qld
Yvette Holt - NT
Daphne Yarram - Vic
Grant Sarra - Qld
- 3.00 pm **AFTERNOON TEA**
- 3.30 pm **Yarning circles**
Moogie Patu - NT
Tom Cowen/Anne M
Dulcie Bronsch/Jenn
Daphne Yarram - Vic
Pam Greer/Julie Blyt
Julie Potter - WA
- 4.30 pm **Close of day**
- 7.00 pm **LET'S SHINE! FOR**

Day 2 – Thursday May 20
Children and family violence

- 8.45 am Children's dance gro
- 9.00 am Summary of Day 1 a
- 9.15 am **Keynote speaker - I**
Gnibi College of Indig
- *What we have learn*



Prevention Forum – 19-20 May 2010

Families - Let's build on it!

Only

Pam Greer
and heartbreak -
heard

ve Larkin, CDU

eecham - Qld
y Thompson - Qld

n - NSW

UM DINNER AND KARAOKE

up
fternoon yarning circles

Professor Judy Atkinson,
igenous Australian Peoples
t is what we teach

Solid Families

ild on it!

9.50 am **Plenary Panel**
Chair: Heather Nancarrow, CDFVR
Nancy Sweeney - NT
Jesse King - NT
Eileen Cummings - NT
Matthew Willis - ACT

11.00 am **MORNING TEA**

11.30 am Questions and discussion

11.45 am **Yarning Circles**
Dorothy Deshong - Qld
Dr Karen Turner - Qld
Dorinda Cox - WA
Debbie Kilroy - Qld
Georgina Binjuda - Qld
Karla Heath - Qld

12.45 pm Summary by yarning circle presenters

1.00 pm **LUNCH**

Day 2 afternoon
Connecting law and practice with communities

2.00 pm **Chair: Shirley Slann**
A series of five '10 minute bites' by participants wishing to
promote the good work being done in their organisations.

2.50 pm **Yarning Circles**
Shirley Slann/Betty Taylor - Qld
Kate Munro/Chris Cunneen - NSW
Ros Croucher - NSW
Jody Saxton-Barney - Vic
Father Mick Lowcock/Patrick Carney - Qld
Sandra Patten/Tania Jones - Vic

3.50 pm Summary by yarning circle presenters

4.05 pm **Summary and close**

Increasing the focus on primary prevention

Heather Nancarrow, CDFVR



This article discusses primary prevention of violence against women, focussing particularly on school-based primary prevention initiatives and the recently released Victorian Government report *Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools* (2009).

Introduction

Time for Action: The National Council's Plan for Australia to Reduce Violence against Women and their Children 2009-2021, presented to the Prime Minister in April 2009, identifies respectful relationships as one of six key outcomes necessary to achieve the Council's vision of women and children living free from violence, in respectful relationships and safe communities. The National Council emphasises the need to "embed new cultural norms based on respectful relationships" (2009 p.58) and, to achieve this, primary prevention initiatives from early childhood through to early adulthood.

Prevention of violence against women is not a new idea and there has been increasing focus on this over the past 20 years or so. However, it is not always well understood that there are different levels of prevention. Many, if not most prevention initiatives are at the level of secondary prevention (early identification and intervention before violent behaviour becomes entrenched), or tertiary prevention (aiming to end a pattern of violent behaviour). Secondary and tertiary prevention initiatives are generally aimed at supporting victims of violence to seek help, or engaging perpetrators of violence in behaviour change programs. The nationally televised "Australia Says No" social marketing campaign (2004-2005) is an example of raising general awareness of the problem but encouraging individuals subjected to, or using, physical violence, to take action to end it. Across the country there are also very many initiatives aimed at raising broader community awareness about the prevalence and impacts of domestic violence; in Queensland the whole month of May is dedicated to such activities during the annual Domestic and Family Violence Prevention Month, which includes the Domestic and Family Violence Prevention Awards. While such activities are an important part of the process, there is increasing recognition that being aware of an issue is not sufficient to change behaviour even where it results in improved attitudes.

Primary prevention is more than raising awareness

and engaging individuals to seek an end to violence; it is about developing appropriate values and behaviour within a broader population to ensure that violence doesn't happen in the first instance.

Primary prevention initiatives in Queensland

Many primary prevention initiatives involve partnerships between local domestic violence prevention services and schools and, in some cases, have been developed within schools or the broader education system. Queensland has a relatively long history of attempts to engage schools and the education system more broadly in partnerships to promote gender equality and the development of respectful relationships. In 1992, the Queensland Government Policy: Stop Violence Against Women ascribed specific roles and responsibilities to Education Queensland. In the same year Preventing Abuse in Relationships (PAIR): A Program for Adolescents was published. The PAIR Program was produced by the state-wide Domestic Violence Resource Centre in partnership with two Department of Education Human Relationships Education Consultants and comprised a teaching manual and a video. The authors identified a number of high school curriculum areas where the materials in the PAIR Program could be utilised. These included social education, home economics, health education, human relationships education communications/ language/media studies and legal studies. However, the PAIR Program was not widely implemented in Queensland schools and the experience of such programs being developed and implemented in an *ad hoc* way, rather than being embedded within school curricula, has become an all too familiar story.

Some more recent examples of schools-based programs include the *Supa Kids Program*; *Koora the Kangaroo: Violence Prevention at Woorabinda State School*; and *Wangetti Healthy Relationships Project*. The Supa Kids Program has four program areas, which are: safety; positive and healthy relationships; understanding self and others and anger awareness. It has been delivered by the Gold Coast Domestic Violence Prevention Centre in several schools for the past six years, under Memoranda of Understanding with the school community and Education Queensland. An impact evaluation of the Supa Kids Program will be conducted in 2010.

Koora the Kangaroo: Violence Prevention at Woorabinda State School (Koora); and the *Wangetti Healthy Relationships Project* were both developed with Indigenous school communities in mind. Koora was developed, trialled and evaluated by CDFVR in partnership with Mrs Ailsa Weazel and the Woorabinda State Primary School, in 2004. This



Koora the Kangaroo with students from Mornington Island

initiative centred on a life-size kangaroo mascot (Koora) and used traditional Aboriginal methods of story-telling (with all stories produced by Ailsa), corroboree (traditional dance with Koora performing with the children) and painting, all with messages to instil values that reject aggression and violence and promote respect and negotiation. The program was designed for Aboriginal children from preschool through to year seven and was delivered by community elders in collaboration with Woorabinda State Primary School staff, in the broader context of the school's values education ethos. Although the evaluation demonstrated positive outcomes in terms of attitudes and behaviour and the program has won state and national violence prevention awards, it has not been sustained at the school. Koora, however, has since toured remote communities in Central West Queensland and the Gulf of Carpentaria with the North Queensland Domestic Violence Resource Service (Mt Isa Office).

In 2006 a partnership between Cairns Regional Domestic Violence Service (CRDVS), Wangetti College and WuChopperen Health Service's *Healthy, Happy Families* (HHF) Program developed and delivered an educational program promoting healthy gender and family relationships to residential students aged 13 -17yrs, at Wangetti College. The Healthy Relationships Project (HRP) operated from a practice framework of safety, responsibility, and respect in relationships, and drew on domestic violence practice standards for working with children and young people who have lived with domestic violence. In addition to ongoing evaluation in the action research process, a small scale internal evaluation was conducted at the end of the project. Outcomes included that: the HRP had a positive effect on the students and the school community; teachers at the school were more aware of healthy relationship issues, as well as domestic violence and its affect on young people;

relationships between the partner organisations were enhanced; and project workers had extended their repertoire of skills and educational resources to enable them to work with students from diverse educational backgrounds and abilities.

The HRP won the 2007 Queensland Domestic and Family Violence Prevention Award in the School-based Prevention Project category.

These are just a few examples of the many innovative school-based programs which have been developed and implemented in Queensland. Some of them have been evaluated with some rigour, and demonstrate positive outcomes but the results have not yet been published in the peer-reviewed literature and programs have not yet become embedded in school curricula. This is despite the results of a collaborative project between Queensland's Office for Women and Education Queensland's Curriculum Strategy Branch, reported in *Promoting Positive Gender Relationships* (2004). The project examined the potential for Queensland state schools to effectively implement curriculum-based programs that: a) provide students with the knowledge and life skills necessary for enhanced gender relationships in work, family and civic life; and b) facilitate respectful, healthy and non-discriminatory relationships between young people in Queensland. The report found that Education Queensland policy and the very nature of school settings meant that schools were well placed to develop and deliver such programs, and indeed that many such programs were in existence, but that there remained a variety of systemic and attitudinal barriers to this occurring.

Good practice in primary prevention

Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools, published in November last year, is a report which aims "to advance violence prevention efforts in schools in Victoria and around Australia" (p.3). The report is comprised of the following five parts:

1. violence prevention in schools
2. the elements of good practice
3. five good practice criteria
4. the state of violence prevention
5. advancing violence prevention.

Parts 2 and 3 are particularly valuable to primary prevention efforts in schools across Australia. They draw from a relatively large body of evidence to provide clear guidance on advancing the effective implementation of school-based primary prevention programs. The report's authors are eager to point out that school-based prevention initiatives should not be seen as the most important or the most

effective primary prevention strategies. However, there is far less evaluation evidence from other primary prevention strategies upon which to develop good practice. The report notes that a “broad consensus on the elements of good practice in violence prevention in schools is beginning to emerge” (p.22) and, from this, distils five criteria for good practice in school-based violence prevention initiatives. It emphasises that these five criteria are highly consistent with *Framing Best Practice: National Standards for the Primary Prevention of Sexual Assault through Education* (2009). The report also, very usefully, provides an eight-point list of what not to do; including not to:

- ignore the wider contexts in which violence occurs and is sustained, including formal and informal school cultures, policies and processes
- focus only on the production and dissemination of a resource
- make programs unsustainable: (i.e. programs that neglect policy and institutional support, ignore teacher capacity, and do not establish partnerships with stakeholders)
- lecture students without interaction or participation
- evaluate only students’ satisfaction with the program, rather than its impact.

The five criteria for good practice in respectful relationships and violence prevention education in schools are listed as:

1. a whole-school approach
2. a program framework and logic
3. effective curriculum delivery
4. relevant, inclusive and culturally sensitive practice
5. impact evaluation

A whole-school approach

The report states that a whole-school approach is “the single most important criterion for effective violence prevention and respectful relationships education in schools ...” (p.27) and provides a detailed rationale for this position. It does not simply mean a program operating at all year levels; a whole-school program is one which operates across:

- curriculum, teaching and learning
- school policy and practices
- school culture, ethos and environment
- and the relationship between school, home and the community

Such an approach involves curriculum integration,

assessment and reporting; specialised training and resources for teaching and support staff; and school policies, structures and practices that are consistent with and, therefore, reinforce violence prevention programs.

A program framework and logic

Within this criterion, the report argues that an appropriate theoretical framework to understand the nature and causes of violence and a theory of change,

are both necessary to effective violence prevention programs. Specifically, the report advocates an appropriate theoretical framework that draws on feminist research to address a number of related issues

including the relationship between gender, power and violence; constructions of gender and sexuality that contribute to violence; and the need to promote gender equity. A theory of change is described as “an account of the ways in which project content and processes will be used to achieve the project’s intended outcomes” (p.33).

Effective curriculum delivery

The report identifies that effective teaching methods are critical to the success of violence prevention programs and that it is this aspect of program delivery that has received most attention in the literature. Drawing from the literature, the report discusses in some detail issues related to teachers and educators, curriculum content and curriculum structure, including program duration, intensity and timing and group composition.

Relevant, inclusive and culturally sensitive practice

Here the report emphasises that culturally sensitive practice is relevant to “...any group or population in any context...”; that is, culturally sensitive practice is not something that is done by ‘mainstream’ workers to ‘ethnic’ groups; culture and sub-cultures exist in all communities and is relevant to the way any particular group perceives identity, social norms and interactions. It provides a very good discussion on the importance of relevant, inclusive practice and, drawing on Carmody et al (2009), illustrates that failure to achieve this can make program delivery “irrelevant ... unacceptable ... discriminatory ... or dangerous ...” (p.40).

Impact evaluation

It seems this is the area that is most likely not attended to in the development and implementation of violence prevention programs. If evaluation is included at all, it is generally focussed on formative or process evaluation, rather than assessing the outcomes, or impact, of the program. The authors note that this criterion could have been subsumed

The report states that a whole-school approach is “the single most important criterion for effective violence prevention and respectful relationships education in schools ...”

in 'effective curriculum delivery', but has been separated for emphasis because it is so important and so seldom done well, if at all. The report recommends evaluations that reflect the program framework and logic; measures outcomes through pre- and post-intervention assessment and long-term follow-up; and results which are distributed to the violence prevention field. Further, the report proposes that programs should, ideally, include longitudinal evaluations and experimental or quasi-experimental design incorporating control, or comparison, schools, students or groups, as well as other ideal evaluation strategies.

Conclusion

There have been many attempts over many years, in Queensland and elsewhere, to develop, implement and maintain effective school-based violence prevention programs as a means of primary prevention of violence against women. While some have shown considerable promise, there has been an overall failure to embed such programs within school curricula, resulting in an *ad hoc* approach to such programs.

Respectful Relationships Education: Violence prevention and respectful relationships education in

Victorian secondary schools offers hope for a better future for such programs with its well-researched evidence base for good practice. This timely and valuable report should be regarded as a must-have manual for any organisation or individual even contemplating the development and implementation of school-based (and other) violence prevention programs.

References

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Education Queensland and Office for Women (2004) *Promoting Positive Gender Relationships*. Queensland Government. The report is available at: <http://www.noviolence.com.au/public/papers/genderreport06.pdf>. It was also summarised in the CDFVR Newsletter Volume 4 No. 4, June 2006, which is available at: <http://www.noviolence.com.au/public/reader/news16.pdf>

Flood, M., L. Fergus and M. Heenan. (2009) *Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools*. State of Victoria (Department of Education and Early Childhood Development)

Announcement of national women's alliances

The Australian Government's Minister for the Status of Women, Tanya Plibersek, has announced the establishment of six national women's alliances to facilitate a stronger voice for women to Government on various issues. The national women's alliances includes:

- Women Everywhere Advocating Violence Elimination (WEAVE) to address issues of women's safety and the elimination of violence;
- Economic Security for Women, which will focus on improving women's economic security and financial independence; and
- Equality Rights Australia (ERA), which will address gender equality and leadership issues.

A further three alliances have been established to represent specific groups of women. These alliances are:

- The Australian Immigrant and Refugee Women's Alliance;
- The National Aboriginal and Torres Strait Islander Women's Alliance; and
- The National Rural Women's Coalition and Network.

The Australian Government has provided funding of \$3.6 million over three years to support the six alliances in their work advocating for women across the country on these various issues.



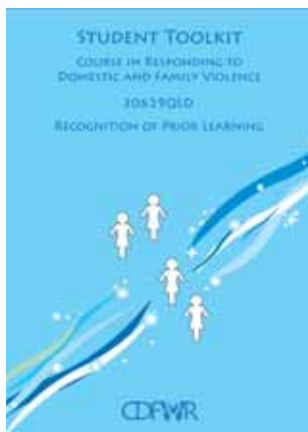
Tanya Plibersek, Minister for Housing; Minister for the Status of Women

Evaluation of Recognition of Prior Learning Student Toolkit – Course in Responding to Domestic and Family Violence (30629QLD)

Annie Webster, CDFVR

In September 2009, CDFVR, in conjunction with the Health and Community Services Workforce Council's Integrated Skills Development strategy, commenced rolling out the pilot of its Recognition of Prior Learning (RPL) toolkit. RPL is the formal recognition of an individual's prior learning, or knowledge and skills. The assessor toolkit provides a series of steps, checklists and mandatory conversation

questions to consistently measure whether the evidence provided is sufficient to earn the qualification *Statement of Attainment in Course in Responding to Domestic and Family Violence (30629QLD)*.



Background

Course in Responding to Domestic and Family Violence (30629QLD) was piloted in late 2008. One of the mandatory requirements of the Australian Quality Training Framework (AQTF) is that Vocational Education and Training (VET) providers offer RPL to individuals enrolling in a training course. CDFVR and Health and Community Services Workforce Council developed the RPL toolkit in 2009 to ensure that measurement of skill and knowledge is applied consistently when delivered by a range of training organisations when responding to RPL applications.

A total of 19 participants enrolled in the RPL pilot and received their student toolkits. Nine people had the time available to devote to the gathering of evidence or felt that they had the required level of expertise to continue past this initial step of the RPL process. Two of these nine participants had already completed two units of the course and only needed to RPL one unit to obtain their full qualification. Eight people completed the RPL evaluation.

The evaluation process and results

The evaluation was conducted using an electronic survey which was distributed to all RPL applicants in the timeframe between when they completed their final evidence conversation with the assessor and when they received their results (approximately/on average two weeks).

Survey respondents were from Far North Queensland, Brisbane, Central Queensland and South West Queensland. A total of six out of the eight survey respondents were from domestic violence specific services with the remaining two respondents from a general community service. Six

were non-Indigenous Australians and two chose 'other' as their cultural group. When asked whether the student toolkit provided them with a clear understanding of the RPL process 100% (n=8) of the RPL respondents indicated that it did.

Equally, the question *Were you clear about the type of evidence that you were required to collect to demonstrate your skills and knowledge?* elicited affirmative responses from all respondents.

When asked *Did the evidence required enable a fair measurement of your prior learning?* seven of the eight respondents said that it did. The remaining respondent felt that the type of evidence that the *evidence ideas table* suggested to use to demonstrate the required level of skills and knowledge was better suited to 'workers' than supervisors or managers of a service. They felt that the evidence they were able to draw on as a manager differed significantly from what was suggested in the RPL toolkit.

The majority of survey participants indicated that the mandatory conversations provided them with the opportunity to informally discuss personal skills that were difficult to measure. One participant disagreed, indicating that the mandatory questions tended to be *somewhat academic, rather than based on practical application*.

When asked whether additional conversations documented by the students and the assessor were a good way of meeting gaps in evidence, all respondents agreed that it did.

Five survey respondents indicated that the process of using the RPL toolkit to measure their skill and knowledge was 'easy', two chose 'moderate' and one respondent felt that the RPL process was 'difficult'.

Most of the participants (n=7) said they would recommend their staff/colleagues undertake the RPL process in lieu of completion of *Course in Responding to Domestic and Family Violence (30629QLD)*.

Response examples:

- *It provides an opportunity to review knowledge and personal practice experiences and develop a clear framework for future accountable and safe practice.*
- *I think for my staff, providing evidence would be very easy, as they have copious client notes, forms and documentation to draw on. Also, I could easily complete a third party report for them as I observe them on a daily basis.*

Whilst one survey participant said they would recommend the RPL process to staff and colleagues they included a caveat to say: *Some people would benefit from the RPL process, but I think others would benefit from actually attending the course and hearing from people about the issues that help hide domestic and family violence.*

One survey respondent said they would not recommend the RPL process because *the information required is time consuming. In saying that, if this information [evidence] is readily accessible then it is not a difficult process, but one that requires time and planning.*

Further comments congratulated the assessor, Betty Taylor and commended the student toolkit as being *comprehensive and well structured; essential to keep knowledge up-to date; reminded me of the importance of self care; and enables workers to understand a little more why it might take a woman so long to leave a domestic and family violence situation.*

Conclusion

Overall, and recognising the small sample, the evaluation results validated the RPL student toolkit and method of delivery. However, as a result of the evaluation, additional examples of evidence will be included in the *evidence ideas table* to assist managers and supervisors to compile their portfolio. Additionally, the third party report or verification of competencies will include suggestions of people who could validate supervisors' and managers' competencies within their work roles.

Everyone who purchases or has purchased *Course in Responding to Domestic and Family Violence (30629QLD)* will receive the electronic version of the updated RPL toolkit as part of their training package. All future students who register to participate in *Course in Responding to Domestic and Family Violence (30629QLD)* will be eligible to apply for RPL status and receive the student toolkit to support them through the process.

RPL Pilot – An assessor's view

Betty Taylor, guest contributor



Betty Taylor,
TAVAN Institute

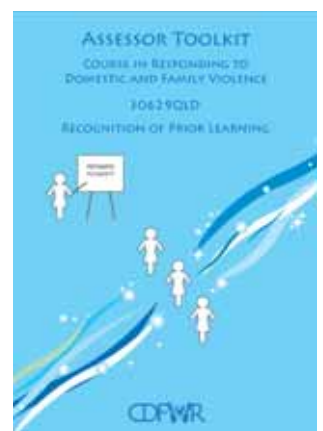
Having being involved with the pilot of *Course in Responding to Domestic & Family Violence (30629QLD)* and subsequent delivery of the training, it was a wonderful opportunity to also be involved in the pilot of the RPL toolkit.

The student and assessor toolkit is a fabulous resource, giving both participants for RPL and assessors, a guide to what evidence is needed to demonstrate the required skills and knowledge as outlined in each unit of competency. The RPL process can be difficult for both students and assessors, as they work to ensure that there is a good match of evidence against the given unit of competency. I believe this toolkit simplifies this process for both student and assessor. It also enables students to make informed decisions about whether to proceed with the RPL or to complete the course through training attendance. Some of the people who decided not to proceed stated they did not realise how much work was involved in gathering the evidence and will wait and do the course in the future.

The RPL toolkit contained a matrix for mapping evidence and this was most helpful to me as assessor, as it provided me with a guide to what evidence is needed and its relevance to each element. I also found the mandatory conversation questions very useful in giving direction to the interviews and drawing out further knowledge from participants.

In reviewing the toolkit, the only suggestion I would make would be the development of some specific questions for managers and supervisors and others who are not engaged in front line work. It may also be useful to inform intending applicants for RPL that the process is about assessing their own knowledge and skills, requiring them to think about how they do their work and how they then reflect on it. This is quite different to providing samples of workplace documents and forms.

The development of the RPL toolkit will complement the other excellent resources developed for *Course in Responding to Domestic & Family Violence (30629QLD)*.



Reflections on the RPL process

Lynda Rushton, RPL participant and guest contributor



Lynda Rushton, RPL participant

I welcome the opportunity to give some feedback regarding the Recognition of Prior Learning process for the *Course in Responding to Domestic and Family Violence (30629QLD)*.

Within the organization where I work, I noticed the positive outcomes for my newer colleagues who completed the course pilot (not through RPL). My colleagues developed a greater awareness of the 'bigger picture' in regards to domestic and family violence and the institutions, norms and discourses that condone and maintain it.

I also noticed a greater confidence in risk assessment processes in regards to the families we were working with. They were more confident in team meetings in suggesting other services that may also be of assistance to our client families. I think there was also a greater understanding of how fear, power and control can be used in relationships in more subtle ways.

I was curious about the course that had facilitated these changes. I also quickly came to the view that this course, or something similar, should be pre-requisite training for working with domestic and family violence and may be useful for anyone in a counselling or support position. Completing a bachelor, or even post-graduate, degree in counselling, psychology or even social work is no guarantee that you will have skills in working with domestic and family violence or had a space to reflect on what working with violence will mean for the practitioner.

In regards to my experience with the RPL process, I thought the course was well structured into the three separate but integrated units. I think it is quite possible to have strengths and weakness as a practitioner or trainee in any of these areas and I found it useful to consider the three modules in depth. I think when we learn on the job, our employment context may strongly emphasize one area over the others but it is important to be strong in all areas.

The questions regarding various scenarios got me thinking and tested my knowledge in regard to women and children from various backgrounds and contexts. It was also an interesting exercise in reminding me what I didn't know personally and how important it is to feel free to call others in the sector and to link into others' areas of experience. It reminded me of the difficulties of not working in South East Queensland.

I thought the Unit on Reflection on Work Practice was a welcome opportunity to do just that ...reflect on practice. I found it very useful to mull over some of the dilemmas I have faced in practice over the years, to recall some of the people and stories that forever change you and to consider what values are important in this work.

I appreciated being able to share with Betty Taylor in our conversation about what was behind some of the work I had submitted (a recently updated group program and facilitator's guide written) and how women's stories, and resources based on women's stories, and other narrative based practices had enabled me to move away from the more didactic approaches I was initially trained in.

We also discussed the inevitability of vicarious trauma affecting workers in one way or another in doing this work and the importance of caring for ourselves. I found it interesting that, having taken a break from direct client work for a while, I was now more aware of the effects of this work than I had been when I was in the thick of things. I had enjoyed the opportunities without really acknowledging that there is a personal cost to working in such intense situations, whatever your experience.

It was also an opportunity to recall how many wonderful women and men had contributed to my professional life over the years and how indebted I feel to the domestic violence prevention sector for being committed to its aims and working towards change in the community.

Workshops, conferences and date claimers

10 April 2010, Sydney, NSW

21 April 2010, Adelaide, SA

24 April 2010, Perth, WA

28 April 2010, Darwin, NT

Victims No Longer: Workshop for men recovering from child sexual assault as well as other boyhood trauma

<http://asca.org.au/displaycommon.cfm?an=1&subarticlenbr=280>

20 & 21 April 2010

DVCAN - DV Court Assistance Network Conference
Brisbane, Qld

For further information email Dayle Marino:
dmarino@wlsq.org.au

29 & 30 April 2010

Working with Sexual Abuse: Community Solutions to a Community Problem - 3rd Annual Northern Regional Symposium

Auckland, New Zealand

www.safenz.org/

4-7 May 2010

Non-Adversarial Justice: Implications for the legal system and society conference

Melbourne, Vic

www.aija.org.au

6 May 2010

12th Annual Early Childhood Research Symposium
Christchurch, New Zealand

www.childforum.com/symposiumn_details.asp?REF_NO=8

18-21 May 2010

6th Australian Women's Health Conference
Hobart, Tasmania

www.leishman-associates.com.au/awhn2010/

19 & 20 May 2010

National Indigenous Family Violence Prevention Forum
Mackay, Qld

www.noviolence.com.au



24-25 May 2010

National Summit of Parents, Families and Carers
Awakening the voice of families in Australia: services, policy and politics

Melbourne, Vic

www.civilsociety.org.au/Summit.htm

7-9 July, 2010

11th Australian Institute of Family Studies Conference:
Sustaining families in challenging times

Melbourne, VIC

<http://conference.aifs.gov.au/>

27-29 July, 2010

2010 SNAICC National Conference - For our children:
local strengths, national challenges

Alice Springs, NT

www.snaicc.asn.au/news/view_article.cfm?id=166&loadref=8

19 & 20 August 2010

11th International Mental Health Conference:
Depression and anxiety

Surfers Paradise, Qld

www.anzmfh.asn.au/conference10/default.asp

28-29 August 2010

National Foster Carers' Conference
Hobart, Tasmania

www.fcatas.org.au/files/2010_fcatas_conference.pdf

1-3 September, 2010

The 6th National Homelessness Conference

Many Ways Home: Ending homelessness by 2020
Brisbane, QLD

nhc.in-sync.com.au/index.shtml

7-9 September 2010

10th National Mediation Conference
Adelaide, South Australia

www.mediationconference.com.au/

4-5 October 2010, Perth, WA

7-9 October 2010, Melbourne, VIC

13-15 October 2010, Sydney, NSW

The Compassion Power Model for Working with Violence

www.imagoaustralia.com.au/Steven%20Stosny%202010,%20Flyer.pdf

1-3 November 2010

2010 Global Domestic Violence Conference
Kuala Lumpur, Malaysia

www.domesticviolenceconference.net/

19-21 November 2010

Connecting Women, Respecting Differences
Waikata University, Hamilton, New Zealand

www.wsanz.org.nz/

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If you would like to be included on, or removed from, the Centre's mailing list, please ring us on (07) 4940 7834.



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