HMA
WORKING WITH PASSION AND INTEGRITY TO BRING OUT THE BEST IN PEOPLE

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Disrupting patterns of behaviour that cause distress to others has been a strong passion for our team at HMA for the past 35 years. We are committed to standing alongside workers to support them to engage with the tough issues: family violence, offending behaviour, child safety and addictions work.

‘Working with passion and integrity to bring out the best in people’ is what we stand for. It is the reason we get up in the morning.

We continue to support best practice through the development of online resources, in-room workshops, resource development, provision of website resources, and practice writing. We are pleased to provide an overview of a range of ways that HMA contributes to supporting family/whanau wellbeing. If there is something that we can help you and your team with, please do not hesitate to contact us.

At HMA we recognise that learning and development is a significant investment in staff. Finding the most efficient way to support staff in gaining knowledge, along with building competency in practice, is the concern of all managers. We have developed a range of online and in-room workshops that are being utilised by organisations to support staff to deliver best practice. Learning and development is a continuous process, repetition being the key. Maintaining integrity of approaches is critically important.

HMA is known for its blended learning approach to training. When you enrol in a course with us, staff will be given access to our Totara site where they will be able to undertake pre-course work so that they can make the most of the time in the face-to-face learning environment working on skills development.

All those participating in HMA online or in-room workshops can be assured of:

- Cutting edge practice ideas (we develop practice ideas, we write about practice, and we are engaged in practice)
- Creative and practical hands-on strategies (we won’t talk at you, we will work with you)
- Engaging materials (we believe that material has to work in the room)
- Competent trainers and workshop presenters (our people are well qualified and experienced in their fields of practice)
- A certificate of workshop completion (this is helpful for professional development records)
- We make learning fun and creative, drawing upon multiple learning styles (our expectation is that participants will join in and build upon the skills they already have).

Let us know how we can support you in your professional development needs. Our community deserves the best we can offer. And that requires passionate and skilled workers.
‘Working with passion and integrity to bring out the best in people’ is what we stand for. It is the reason we get up in the morning.
How HMA will work with you to achieve this

A typical journey when you partner with HMA begins by sitting down and figuring out what the issues are, who your champions are and what learning methodology is best going to meet your needs. We would then work with your team to co-design a blended approach targeted at meeting your needs, through design and delivery of in-room, eLearn and webinar based learning solutions. Following this we will then work with your mentors to support learning transfer. We will continue to work with you to the point where you are confident in your organisation’s ability to meet and exceed outcomes.

1 I’m here & I’m ready to go!
Change readiness
- Your why? What’s the problem you are trying to solve?
- Your who? Who are your learners, and who are your mentors to support and create accountability for learners?
- Your what? What are the needs of your learners and what do your mentors need to support learners?

2 I can do it
Increased workplace ability and skills
- In-room, online and learning transfer system design
- Blended delivery of training to learners and mentors
- Mentors support learners, monitor completion and ensure comprehension

3 I will do it
Implementation & consolidation
- Mentors support learning and practice implementation
- Performance outcomes reviewed and learning material evaluated and adapted accordingly
- Practice is deepened and performance strengthened

HMA’S 1, 2, 3 PERFORMANCE STRATEGY
OUR PATHWAYS

At HMA we specialise in areas of practice that we consider will make the greatest impact.

WORKFORCE
DEVELOPMENT

Skilled and motivated staff are what makes the difference in terms of behaviour change. Drawing upon the most up-to-date practice ideas translates into effective change. Page 08

WORKING WITH PASSION AND INTEGRITY TO BRING OUT THE BEST IN PEOPLE

INTERVENTION PROGRAMMES

Finding the right programme for the right person is critical to effective change. HMA has a proud history of design and development of a range of intervention programmes within the family violence and criminal justice areas. Page 18

FAMILY VIOLENCE

Disrupting patterns of family violence is everyone’s concern. Training, programme design and contributing to policy keep us at the forefront of practice. Page 22

OTHER INITIATIVES

We have always believed in the generosity of spirit. We have freely made our practice writing and a lot of online resources available. Page 32

MOTIVATIONAL INTERVIEWING

Reducing ambivalence, respectful interactions, and drawing out the person’s own reasons for change underpins our approach to behaviour change. Page 12

OUR PARTNERS

We are pleased to partner with a number of organisations who support similar aims to our own. Page 30
control their behaviour and avoid situations that may lead to further offending. These programmes target specific behaviour relating to substance abuse, violence and sexual offences.

The Sentence Administration Unit, within Sentence Management Services, is responsible for the lawful detainment and release of prisoners. Sentence calculation is a core agency business that involves interpreting and complying with the orders of the court, accurately calculating sentences in accordance with those court orders and orders of imprisonment in default of fines, and recording this in the Integrated Offender Management System (IOMS).

The Challenge
Correctional settings are complex and fast paced environments. In essence there is a lot happening that is often time critical. It is therefore important for an organisation the size and breadth of Queensland Corrective Services to have staff skilled and able to respond in a timely and professional manner. Taking people off line and providing in-room training, particularly when travel to a central site is involved, incurs a significant cost and at times inconvenient to day-to-day operations. Also having a pathway for new staff who start at different times to learn of the complexity of working in a prison system is as much about staff safety as job competency.

For example, maintaining clear boundaries within a prison environment are critical for both staff and prisoner safety, so one part of a module is on maintaining professional boundaries in the workplace. Another example is around the importance of assessing safety of prisoners in terms of risk of self-harm, risk of harm from others, risk of harm to others, and risk of escape. These assessments are critical in a system where safe and secure containment is a key output.

Queensland Corrective Services
Up-skilling sentence management and offender development staff

“The skills I learnt will be useful during assessments for programs, mental health assessments and, when discussing substance abuse and encouraging program participation.”

– Queensland Corrections staff member

The Background
Queensland Corrective Services (QCS) is committed to community safety and crime prevention through the humane containment, supervision and rehabilitation of offenders. The Department employs over 10,600 full time equivalent staff and is supported by approximately 41,500 dedicated volunteers across the state.

As part of this effort QCS offers prisoners a range of programmes, activities and treatment services that aim to lower the risk of further offending and meet the needs of offenders. Education and vocational programmes provide offenders in custody with valuable skills and training to improve their literacy and educational levels, and to improve their employment opportunities. The programmes also play an integral part in the management and rehabilitation of prisoners.

In addition QCS offers a range of programmes and interventions to assist prisoners to confront their criminal behaviour, and develop pro-social skills and techniques to
The Solution

HMA was tasked to develop a series of the learning modules that staff could undertake while in the workplace. They were designed to cover key information and processes in order to increase competence and confidence.

- Introduction to Queensland Corrective Services (QCS)
- Core Skills for Working with Prisoners (Offender Development & Sentence Management)
- Ideas that Inform Correctional Practice
- Immediate Risk Needs Assessment
- Parole Board Online Training Programme
- Refresher Training for QCS Existing Staff (Offender Development & Sentence Management)
- Sentence Administration
- Sentence Management
- Mentoring Skills for Mentors.

An example of the content within the Refresher training for QCS Existing Staff (Offender Development & Sentence Management) module is as follows:

- Pathways to Reduced Crime
- Boundaries & Ethics
- Pro-social Modelling
- Working with Involuntary People
- Using Authority Appropriately
- Social Learning Theory
- Motivational Interviewing
- Understanding Immediate Risk
- Stages of Change Model
- Relapse Prevention
- The IRNA Process
- Putting it all Together.

Our early experience of hosting online modules on our Totara learning management system is that many people start, but then would not complete the programmes. It is our belief that learning is contextual and that for learning to be effective we require workplace champions who are prepared to encourage, support and mentor learners as they make sense of material. To give this project the best chance of success we also trained (and continue to train) more experienced staff in the skills of workplace mentoring. At the end of each section in an online module learners have the opportunity to meet with their mentor and discuss the content, report on activities undertaken as part of the learning, clarify issues, and discuss the implications for practice. In many ways this means that e-learners are less likely to e-scape.

The Return on Expectation

We have designed and hosted nine online modules for QLD DCS and today have had 843 participants complete the modules with a further 208 current users. Numbers, however, only tell part of the story.

This project was always about multiple levels of engagement. Firstly, it was about changing the way that many staff access learning and development. This was a significant culture change for this particular part of the workforce who were more used to coaching by seniors and in-room delivery of learning and development.

Secondly, it was about developing more senior staff to be able to provide mentoring by up-skilling them in how to support learners. It was very clear early on from tracking the project that where mentors were engaged with their mentees, that successful outcomes were achieved from the project.

Thirdly, this was a cost effective way to deliver foundational training in a timely manner to new staff entering the organisation. With the compression ratio of e-Learning (50% on in-room), reducing the cost of travel, and being able to deliver in a timely manner, this has created significant savings in the learning and development budget.

Correctional settings are complex and fast paced environments.
Case Formulation (One day in-room training)

Case formulation in simple terms seeks to answer the question: "What's going on and what are we going to do about it?" Firstly, there is a top-down process of cognitive behavioural theory providing clinically useful descriptive frameworks. Secondly, formulation enables practitioners and those who offend to make explanatory inferences about what caused and maintains the presenting issues. Thirdly, case formulation explicitly and centrally informs intervention. Case formulation is a cornerstone of evidence-based CBT practice. This training uses case studies to develop formulations that bridge between practice and theory and research.

By the end of the course staff will be able to:
- Practice interviewing an offender, to gather information for the purposes of testing hypotheses developed as part of a case formulation process
- Identify responsivity issues which can reduce the chances of a robust and well-informed case formulation actually producing a desired outcome
- Develop ideas and strategies for mitigation of these various responsivity issues.

Group Work Level 1 (Two day in-room training)

There are many forms of group work, but a strengths-based practice is anti-oppressive in its structure, purpose, the relationships between leader and participants, and practice. Social change group work is in essence about commonality of struggle, often against various forms of oppression, and therefore has the potential for reducing social exclusion, while at the same time creating the opportunity for greater social participation.

By the end of the course staff will be able to:
- Maintain a co-researching style of facilitation
- Describe the seven stages of the life cycle of groups
- Describe the tasks for the facilitator and the tasks for the participant at each of the seven stages
- Demonstrate the key skills of therapeutic group work
- Demonstrate a range of skills to manage challenging group behaviour
- Demonstrate skills to manage responsivity barriers
- Identify ways to support and uphold the status/mana of their co-facilitator.

Group Work With Those Who Offend (Four day in-room training)

Working with those who offend in groups is different from other forms of group interventions. The key purposes of effective group work are to assist in developing pro-social identity, shifting cognitive distortions and schema that support offending, and rebuild empathic relationships with others. In this course we will work with you around several practical ideas related to making group work come alive for participants. There a number of key ideas that we think are important in offender-focussed group work, one of which is matching offender needs (criminogenic) to content of interventions.

By the end of the course staff will be able to:
- Articulate the theories behind group work (Sari and Galinsky stage model, McMaster model of session design)
- Motivate those who offend for participation in behaviour change work
- Demonstrate competency in running sessions and maintaining programme fidelity
- Mindfully co-facilitate sessions ensuring gender and cultural safety
- Manage group interfering behaviours
- Work with distortions and building dissonance.
Supervision of Group Work With Those Who Offend (Two day in-room training)

There are few human service contexts which rival the challenges posed to those working with criminal justice populations. Those who offend are a mandated population and often ambivalent about change. In addition to the challenges posed by low motivation and personality issues, the nature of offending (in particular violent and sexual offending), the desire to make a difference and the persistent pressure to accurately judge risk and safety issues, can all contribute to worker fatigue, stress and burn-out.

Supervision is one means by which some of the challenges outlined above can be met. Supervision can be viewed as an investment by Correctional organisations in the wellbeing of those who work most directly as change agents. In addition to the promotion of wellbeing, supervision has an important function in the professional development of competent and effective facilitators.

This training is based around Rubel and Okech’s Supervision of Group Work model (SGW), which differentiates between three different roles held by the supervisor, three different foci of the supervision process itself, and three different levels of interaction that occur within the group. In particular, it is able to integrate and be responsive to the interactions of the various roles of the supervisor, the skills and approach of the facilitator, and the background, culture and needs of individuals within the group and as a whole group.

By the end of the course staff will be able to:
- Describe the key notions behind clinical supervision and where this varies from administrative and cultural supervision.
- Describe the core components of the Rubel and Okech supervision model
- Run a supervision session utilising the Rubel and Okech supervision model
- Develop strategies for working with typical problems which arise in supervision, including in the supervisor-supervisee relationship
- Become familiar with a range of practical tools which can be used for organising, structuring and evaluating supervision.

Working With Women Who Offend (Two day in-room training)

Women who offend are different than men. Gender responsive theories of crime attempt to understand the unique contexts, factors and pathways that are specific to each gender in the development of an offending trajectory. While many theories of crime take a male-focussed perspective, or have been developed from male-only data, these theories don’t always focus on understanding the unique needs of female offenders.

By the end of the course staff will be able to:
- Articulate the theories behind why women offend
- Appreciate the unique issues facing women who offend including: mental illness, trauma, substance abuse, victimisation, lack of employment/skills/education, care responsibilities for dependents, and indigenous or non-dominant ethnic background
- Demonstrate competency in running sessions and maintaining programme fidelity with women who offend
- Draw upon relational, strengths-based, and collaborative approaches to cognitive-behavioural therapy, providing significant opportunities to address gender-specific needs.
New Zealand Corrections
Induction for all new probation and parole staff

“Overall I found the experience uplifting and positive. I have some useful strategies to use in my work and believe I am better informed as to new language and concepts that are now part of Motivational Interviewing as it is used in the present.”

– Probation Officer

The Background
New Zealand Department of Corrections was created in 1995. After their twentieth anniversary, they have nearly 8,000 staff members who each week manage over 35,000 sentences and orders in the community, and over 10,000 people in prison. The Department is working to continue delivering against the Reducing Re-Offending work programme. Through this programme they supported 7,950 prison-based and 5,267 community-based offenders to start a rehabilitation programme, over 3,000 offenders in the community to receive education and job skills training, and 10,620 prisoners to participate in employment related activities within prison.

The Challenge
Motivational Interviewing has long been recognised as a core skill set in working with people where there is ambivalence towards behaviour change. Non-completion of education, training, and support activities is not only costly, it is also linked to a higher risk of reoffending and greater frequency in offending rates. In order to develop desistance to further offending, resolving ambivalence about change, planning for different behaviours, and building commitment are three key factors.

Building a workforce that consistently works to motivate readiness to change is a core skill set. There is always a risk of those who offend doing time on sentence rather than focussing on changing the influence of stable risk factors and learning to manage acute risk factors.

During 2012 HMA helped NZDC to develop a three day in-room training package for probation staff across the organisation. A ‘train-the-trainer’ model was utilised to transfer learning content to internal trainers. This has provided a strong base for Motivational Interviewing within the organisation. However as with many initiatives, maintaining traction is always the challenge. Ensuring new staff start as they mean to continue in terms of the relational aspect of sentence management (the primacy effect) also means that approaches often compete for attention during induction training.

The Solution
During 2015 HMA worked with the principal probation officer to develop a project to support further implementation and pilot a new approach within NZDC. This approach involved supporting three practice leaders to become MINT accredited trainers.
After the successful pilot, NZDC incorporated MI Online for new staff as well as case-managers. To date, 691 Corrections staff have worked through, or are working through, these modules.

The Return on Expectation

We are of the view that having mentors attached to learners is the key to being able to fully integrate the ideas into practice.

Breaking the experience into modules also minimises training waste and increases learning transfer for participants. All of us have had the experience of attending a two-day training event and taking away only one or two things. The approach adopted in this learning and development design is platforming learning. As one practice leader commented, “The best thing about it is how it allows the learners to grasp one thing before moving on.”

Motivational Interviewing has long been recognised as a core skill set in working with people where there is ambivalence towards behaviour change.
Motivational Interviewing eLearn Series (Approx. 12.5hrs seat time)

The Motivational Interviewing eLearn course series provides staff with the full scope of Motivational Interviewing (MI) skills needed to skilfully and successfully guide clients through the change process. Over the course of six interactive modules, covering 1) An Introduction to MI; 2) Spirit of MI; 3) OARS Skills; 4) Change and Sustain Talk; 5) Four Processes; and 6) Change Strategies, staff are introduced to the underlying principles, tools, techniques, and strategies of MI, and are challenged to put these new skills to use within their practice.

By utilising over 2.5 hrs of media, various exercises and activities, and regular challenges and quizzes, staff are kept interested and engaged and are not only encouraged to reflect on their progress, but are also provided with opportunities to apply their new skills in real settings. An optional pre- and post-assessment and companion workbook allows staff to track their progress, and our innovative email follow up system supports on-going learning transfer for six months after the completion of the course.

By the end of the course staff will be able to:

1. Identify and understand the fundamental theory of Motivational Interviewing
2. Analyse, deconstruct and differentiate between MI and non-MI adherent practice
3. Interpret and implement the key principles of motivational techniques
4. Examine and apply Motivational Interviewing skills and tools in their practice with clients
5. Evaluate and critique their own practice with regards to Motivational Interviewing.

Who is already using this e-Learning course?

There are several organisations successfully implementing this eLearning course series both within Australia and New Zealand. Current clients include:

- Queensland Corrections
- Corrections Victoria
- Tasmania Corrective Services
- New Zealand Corrections
- Western Australia Corrective Services.

Helping Prisoners Change eLearn (Approx. 4.5hrs seat time)

The Helping Prisoners Change eLearn course provides staff with the foundational Motivational Interviewing (MI) skills needed to help any prisoner make positive changes. Staff learn how to engage quickly with clients and elicit change talk, and in doing so ultimately help prisoners to help themselves. In addition, staff learn how to effectively manage sustain talk as well as various forms of resistance, and, in doing so, save time and energy by focussing on the interactions that really matter.

By utilising over an hour of media, various ‘Oceania specific’ examples and activities, and regular challenges and quizzes, staff are kept interested and engaged and are not only encouraged to reflect on their progress, but are also provided with opportunities to apply their new skills in real settings. In addition, an optional innovative email follow up system supports on-going learning transfer for three months after the completion of the course.

By the end of the course staff will be able to:

1. Identify and understand what Motivational Interviewing is and how it works
2. Analyse and differentiate between MI and non-MI practice
3. Interpret and implement a key selection of motivational skills and techniques
Apply Motivational Interviewing skills and tools in their interactions with prisoners to elicit change talk

Evaluate their own practice with regards to Motivational Interviewing.

Who is already using this e-Learning course?

Designed specifically for new officers training for a therapeutic-based prison, this course is now being utilised by:

- Queensland Corrections
- Corrections Victoria.

Motivate Me To Learn eLearn (Approx. 2hrs seat time)

There’s often a big difference between staff knowing what they need to do, and actually doing it. The ‘doing’ part often requires high levels of motivation, which is an area a lot of staff struggle with. That’s where Motivate Me To Learn comes in. This short course is designed to motivate staff prior to any kind of course, programme, or professional development endeavour, or for that matter, any kind of change at all. The entire course is based around an interactive infographic that staff will work through and fill in, in seven easy steps.

By the end of the course staff will be able to:

- Understand and articulate exactly what it is they would like to achieve
- Have a greater understanding of what motivates them
- Apply strategies for how to get started and stick to a plan
- Apply strategies for how to avoid unhelpful behaviours
- Utilise an emergency strategy for when motivation begins to wane.

MI Helping People Change (AUS & NZ) eLearn (Approx. 4.5hrs seat time)

The MI Helping People Change eLearn course provides staff with the foundational Motivational Interviewing (MI) skills needed to help any client make positive changes. Staff learn how to engage quickly with clients and elicit change talk, and in doing so ultimately help people to help themselves. In addition, staff learn how to effectively manage sustain talk as well as various forms of resistance, and, in doing so, save time and energy by focussing on the interactions that really matter.

By utilising over an hour of media, various exercises and activities, and regular challenges and quizzes, staff are kept interested and engaged and are not only encouraged to reflect on their progress, but are also provided with opportunities to apply their new skills in real settings. In addition, an optional innovative email follow up system supports on-going learning transfer for three months after the completion of the course.

By the end of the course staff will be able to:

- Identify and understand what Motivational Interviewing is and how it works
- Analyse and differentiate between MI and non-MI practice
- Interpret and implement a key selection of motivational skills and techniques
- Apply Motivational Interviewing skills and tools in their interactions with clients to elicit change talk
- Evaluate their own practice with regards to Motivational Interviewing.

Motivational Interviewing Level 1 (Two day in-room training)

Motivational Interviewing (MI) is a clinical counselling method to help people make decisions about change. It involves the use of empathic listening and other counselling skills to elicit and consolidate a person’s motivation to change. In contrast with methods that rely on directly persuading people into change, MI is based on conveying acceptance and hope with respect for a person’s individuality and autonomy, thereby providing staff with the opportunity to skillfully elicit a person’s own reasons to change.

Within this training staff will be introduced to Motivational Interviewing (MI), the underlying spirit of MI, and why it’s so vital in resolving ambivalence and changing behaviour. It covers the core skills (OARS) needed to guide clients toward change. In addition, staff will learn to recognise and work with change and sustain talk to build and consolidate a client’s commitment to change, learn about the four fundamental processes of MI, and have the opportunity to learn about and practise various techniques and strategies to assist clients to make positive changes.

By the end of the course staff will have:

- Developed an understanding of the fundamental spirit and approach of MI
- Explored video assessment of simulated encounters
- Learnt and practised component clinical skills of the MI approach
- Gained experience and confidence through demonstration and practise
- Become familiar with research evidence on the efficacy of MI
- Explored how this approach may be applied in your own clinical setting.

BUILDING A WORKFORCE THAT CONSISTENTLY WORKS TO MOTIVATE READINESS TO CHANGE IS A CORE SKILL SET.
Motivational Interviewing Level 2 (Two day in-room training)

This workshop is open to people who have had previous training and real life practice with MI. In the absence of extended coaching and supervision, attending an intermediate level MI training is a helpful way to assess training needs and further develop MI skills.

Individualised consultation and skill developments form part of the workshop, where participants will have the opportunity to work on their own identified areas of need and specific client/case challenges. In addition to individual work, participants will work in groups where they will learn about a range of new MI techniques and approaches using cutting edge training exercises and resources.

By the end of the course staff will be able to:

- Assess, evaluate and revise their own personal, individualised MI learning plan
- Deepen their MI skills, including complex reflective listening
- Elicit and shape change talk and commitment language
- Recognise and respond to subtle forms of sustain talk and interpersonal resistance
- Facilitate development of action plans
- Combine MI with other modalities of treatment
- Explore metacognition: thinking and working more reflectively
- Engage in coaching and consulting.

Motivational Interviewing in Groups (Two day in-room training)

Motivational Interviewing (MI) is an empathic, goal-oriented therapeutic approach that elicits change in health, mental health, and addictive behaviours. MI was developed as an individual approach, and adapting MI to group interactions requires us to rethink the core practices to harness the power of group support, cohesion and momentum. This training reviews the essential elements of MI and provides detailed information on the process of adapting MI to groups across a variety of formats,
including group set up and the use of skills to shape group conversation. The workshop is highly experiential, leading participants through group practice exercises across the four phases of MI groups.

Within this training staff will be reoriented from an individualistic to a group perspective, learn about the key issues in therapeutic groups and the similarities and differences between individual and group MI, and learn how to shape group conversations. In addition, staff will also learn about four distinct group phases including 1) Engaging the group; 2) Exploring member perspectives; 3) Building momentum for change; and 4) Moving into action.

By the end of the course staff will be able to:
- Understand group practice of MI compared to individual practice
- Understand how MI groups combine group processes, client-centered foundation and focus on change
- Develop a greater knowledge of the range of MI group design options
- Understand the four phases of MI groups
- Experience and observe MI groups in action
- Develop basic to advanced MI group leadership skills.

Supervising/Coaching Motivational Interviewing (One day in-room training)

Coaching and supervision of staff who are developing their Motivational Interviewing skills is a core element of successful practice. This workshop is a one day interactive training for staff who will be coaching others in their use of MI. It has been found that without coaching, most people are unable to achieve and sustain skilled practice across many areas, Motivational Interviewing included. With organisations increasingly investing heavily in skill development, coaching provides a key ingredient in terms of skills transfer. Within this training staff will learn about the core processes of coaching and the core elements of being coached, the four areas of coaching including OARS and relational global coding, responding to reservations or resistance, identifying strengths and priority areas for improvement, and providing feedback through the elicit-provider-elicit technique.

By the end of the course staff will be able to:
- Identify key examples of MI consistent practice
- Deliver an MI coaching session
- Resolve reservations or resistance
- Utilise MI consistent feedback.

Coding Motivational Interviewing MITI4 (Two day in-room training)

This workshop will introduce participants to the newly revised Motivational Interviewing Treatment Integrity Scale (MITI4) coding manual. Participants will learn about the modifications made to both the global ratings and behaviour counts. There will be opportunities to practise both coding and coaching based on the new manual. This training is appropriate for new MITI learners, seasoned coders, and those who provide feedback and coaching to MI learners. The workshop will also include discussions on treatment fidelity issues, maintaining inter-rater reliability, and providing MITI feedback to MI learners.

Within this training staff will create an individual learning plan and associated learning group, receive an overview of MITI4 development and changes from MITI3, and learn about the MITI Global measures and behaviour counts for coding, coaching, and training practice. Participants will also have the opportunity to practise full MITI coding with and without transcripts, receive coaching practice with MITI results, develop training materials based on MITI, and discuss MITI4 challenges including issues relating to reliability, validity, and developing coding labs.

By the end of the course staff will be able to:
- Articulate the key ideas behind MITI4 coding
- Code an MI interview using the MITI4
- Engage in inter-rater reliability with colleagues
- Provide MI-consistent feedback based on MITI4.
Mission Australia
Hunter and Western Region New South Wales

“There’s a lot to think about ... the training has assisted me in looking beyond release and beyond offending, rather than the extremely monotonous programmes, treatment, transition scenario we tend to face daily.”
– Mission Australia staff member

The Background
Mission Australia is a non-denominational Christian community service organisation that has been helping people to regain their independence for over 155 years and has a long history of working with government at all levels. During the year 2014 to 2015, it has supported approximately 307,320 Australians on their journey to independence. This was achieved through 2,981 dedicated staff members and 3,450 volunteers. Mission Australia also provides 589 programmes and services across the country to 41 government departments. Among these programmes and services, Mission Australia has assisted 116,466 families and children through 172 services, 16,485 youth through 72 services, 47,483 homeless through 128 services and 126,886 employment and skills clients through 217 services.

The Challenge
Family violence is no stranger to the Hunter and Western region of New South Wales. The table below shows the prevalence of family violence and the rankings through New South Wales districts reported in September 2015. Mission Australia services this area and has been providing access to women’s safe house accommodation across these areas.

<table>
<thead>
<tr>
<th>Local government area</th>
<th>Incidence per 100,000</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bourke</td>
<td>4,271</td>
<td>1</td>
</tr>
<tr>
<td>Walgett</td>
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<td>2</td>
</tr>
<tr>
<td>Lachlan</td>
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<td>5</td>
</tr>
<tr>
<td>Coonamble</td>
<td>1,001</td>
<td>6</td>
</tr>
<tr>
<td>Dubbo</td>
<td>868</td>
<td>12</td>
</tr>
<tr>
<td>Orange</td>
<td>692</td>
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</tr>
</tbody>
</table>

The Solution
Mission Australia approached HMA to support their development into providing intervention support for men in these areas. The project kicked off with a consultation road trip to Walgett, Brewarrina, and Lightning Ridge to meet with local stakeholders to talk about the programme and what it was seeking to achieve.

HMA then developed a 16 session programme for Mission Australia staff to be able to deliver within these regions. In addition, an extensive online training programme was developed as a first step in up-skilling facilitation staff in working with men who use violence within their families. A four-day intensive family violence training was undertaken.
Family violence is no stranger to the Hunter and Western region of New South Wales.

with 28 MA staff from the region. While not everyone will be running the programme, it was deemed important to nest the programme (orientation, flavour and approach) within the wider group of practitioners who will have contact with various family members of the men attending.

HMA has also supported the required documentation for approval with the Attorney General’s Office, New South Wales Government as a programme provider. Once approved HMA will provide intensive support and supervision of the programme during its implementation phase.

The Return on Expectation

Providing services in remote regions and building capacity for long-term involvement is an ongoing challenge for many service providers. The outcome from this project is anticipated to be an integrated case work model whereby partner support workers who are currently running safe houses will not just be picking up the pieces. By delivering intervention for the men who are engaging in family violence and working with them around behaviour change, family patterns of abusive practice can be interrupted.

A second outcome by nesting the programme within an agency framework is building additional knowledge and competencies to address family violence as a significant issue. Other work within the agency can support behaviour change by addressing additional issues such as homelessness, addiction, and parenting practices.
have significant responsivity barriers that make engagement in larger groups challenging for facilitators and other participants. In fact, this population can easily undermine effect and size through disruption and other therapy-interfering behaviours.

Their needs are often complex, and along with presentations of personality disorder, behavioural issues may contribute to their pattern of offending behaviour.

The programme views personality disorder as a general responsibility barrier, something to be managed rather than changed. Given the complexity of this population, the programme devotes greater emphasis at the front-end with engagement issues before focusing upon content. This is to recognise the importance of developing a strong therapeutic alliance with the facilitator, allowing the opportunity to find effective ways to manage presentation by the prisoner during the sessions.

**Positive Transitions (44 sessions)**

This 44-session general group programme for those who offend, utilises a closed programme design. It is designed as a therapeutic programme in its delivery, with repetition of key concepts in order to consolidate skill acquisition. Each module has a particular theme to avoid confusion for participants. The programme can be viewed as a series of building blocks to deal with the main criminogenic needs (stable and acute risk factors) that have been

Warming Up To Change (Five sessions)

Warming Up To Change is a five-session programme that aims to promote higher levels of engagement in subsequent offending behaviour programmes when used as a pre-cursor to those programmes. Drop-out continues to be a major problem, particularly for community based interventions, where completion rates vary hugely. The purpose of this programme is to assist those accessing programmes to develop the required motivation to change behaviour and to enhance subsequent programme engagement and completion, whether these programmes are offered in prison or community settings. By taking a values-based perspective and future focus, it is designed to create a degree of dissonance which will translate into higher levels of motivation.

Turnaroud Programme (23 sessions)

This 23-session programme is designed for those who offend and
identified as targets in the reduction of re-offending risk. The programme begins the process of change inside prison and then continues this process through a parole period (11 sessions), where changes are consolidated.

Working for Change (16 sessions)
This 16-session programme is designed as an intermediate measure for women with violent offences. Women who offend have a range of complex needs, including their own victimisation experiences that can be a contributing factors to offending. The programme nuances the responsivity issues for women. It emphasises relationships and a preference for learning in an environment where co-operation is stressed, rather than competition. It builds on knowledge from experience, and integrating and developing statements of others in the group.

Working for Change (22 sessions)
This 22-session programme is for men who have a history of violent offending. The programme builds upon a good lives orientation and utilises a strength-based approach to build personal resilience to managing life challenges in non-violent and non-abusive ways. It builds on developing connectedness to others. A lack of empathy has been associated with the ability to harm others and not engage in the ‘righting reflex’; the ability to pull back from situations.

Making Choices for Women (37 sessions)
This 37-session programme is a generic intervention programme for general offending. It takes account of the unique needs for women offenders, creating a safe environment to explore and make behavioural change. It incorporates a range of dialectical behaviour approaches to build capacity and resilience to deal with the programme content.

Making Choices for Men (40 sessions)
This 40-session programme is for men who have been convicted for general offending, who are eligible for parole and who are motivated to change. The programme is of 100 hours duration and is grounded in the Risk, Need, Responsivity model. The target cohort is those who offend who are at moderate risk of general reoffending.

Safe Families - Getting Violence Out of Families (25 sessions)
This 25-session programme utilises an open structure with intake and completion at the end of each four session module. It addresses the core drivers for family violence and provides a range of both cognitive and behavioural strategies to manage family wellbeing. It also deals with parenting after violence, exploring the impact on children and their subsequent behaviour.

Disrupting Family Violence and Moving Closer to Family Wellbeing (18 sessions)
This 18-session programme can be run using an open or closed structure, with intake and completion for an open option occurring at the end of each four-session mission. In addition to two foundational sessions where men prepare for the journey ahead, the programme addresses thinking, emotional management, relationships, and parenting after violence. The innovative session structure, use of media and visually appealing resources make this programme highly accessible for both facilitators and participants alike. A strong focus on learning transfer and real change ensures that what happens after each session, and the programme as a whole, is made a priority.

**By delivering intervention for the men who are engaging in family violence and working with them around behaviour change, family patterns of abusive practice can be interrupted.**
FAMILY VIOLENCE
CASE STUDY

New Zealand Department of Corrections
Family Violence Programme

“We will definitely be using some of the tools and techniques we learnt about. I appreciated the approach to the learning (therapeutic approach) and feel that it will greatly assist and encourage me in my work.”
– NZ Corrections Staff Member

The Background

Family violence (FV) has, over the last 40 years, emerged from behind closed doors and is now recognised as a major social problem in most jurisdictions. Since the ‘discovery’ of child physical abuse by Henry Kempe in the 1960s, child sexual abuse, violence against women, sexual abuse of boys and girls in institutional care, and abuse of the elderly have all become common issues workers face in their practice.

Within New Zealand we now have close to 30 years of experience developing and delivering programmes to address various aspects of family violence. In that time significant progress has been made to understand and respond to this vexing issue. Most programmes are run by community based organisations affiliated to Te Kupenga Whakaoti Mahi Patunga, National Network of Stopping Violence under contract from New Zealand Department of Corrections.

The Challenge

Few evaluation studies on family violence programmes have been undertaken. Those that have been undertaken have assessed both Duluth-type and cognitive behavioural programmes or a combination of the two. Research to date has yielded mixed results as to the effectiveness of family violence programmes; however there appear to be few or no significant differences in effectiveness between programme types. At best, programmes appear to have a weak positive impact on recidivism rates.
Literature suggests that alcohol abuse may be a more significant risk factor in family violence than in other forms of offending. It is also suggested that family violence offenders may have multiple complex needs that are not addressed effectively in current family violence interventions. Literature also suggests that certain subgroups may present with specific needs and/or responsivity issues that need to be addressed, therefore a ‘one size fits all’ approach may not be appropriate.

Besides the issue of low adherence to the Risk Need Responsivity (RNR) approach in existing family violence programmes, there were a number of other identified problems which strengthen the rationale for a fresh approach. These include:

- Mixing programme participants with different reoffending risk levels in the same programme can ‘contaminate’ lower risk people and, in fact, increase their likelihood of reoffending
- High attrition rates within existing programmes are linked not only to higher risk of reoffending, but are also a significant resource waste
- Over-representation of indigenous men in family violence statistics and the need for programmes to be more responsive to and effective with this group.

**The Solution**

HMA was selected to lead the design given our experience in both the family violence area of practice as well as in designing criminal justice interventions in the sex offender and general offending areas.

After a consultation process with meetings in five central locations, a decision was made to adopt a Risk, Need, Responsivity approach to the programme design. The primary outcome being sought was a reduction in family violence by those attending and completing the community-based family violence programme (CFVP). This overarching goal was underpinned by a number of key strategies:

- Application of RNR principles to FV, which effectively means:
  - Matching the intensity of the intervention to the level of risk that an offender is assessed as having (this is the ‘risk’ principle);
  - Targeting criminogenic needs or dynamic risk factors which are known to contribute to family violence offending (the ‘needs’ principle);
  - When dynamic risk factors are targeted appropriately, these risk factors can be altered positively;
  - Delivering the programme using a CBT and social learning approach which also accommodates the learning styles, capability and characteristics of offenders (the ‘responsivity’ principle).
- Delivering the CFVP as it is designed so that what is known to be effective in reducing reoffending risk actually gets facilitated in sessions. This is known as the ‘integrity principle’.
- Improved retention in the programme through a strong focus on engagement of participants from the outset, fostering active collaboration between the Probation Officer, programme provider and the participant, involvement of the family and whanau as a key audience for change, and improved cultural responsiveness.
- Responsiveness to Māori will be improved through a focus on whanau wellbeing as a place in which family violence cannot legitimately exist. The CFVP takes the position that whanau wellbeing obligates an individual to consider the wider impacts of their actions not only on themselves, but also on their partner, children, wider whanau and community. Participants will be invited to continuously reflect on how their choices and actions might strengthen or weaken the elements of whanau wellbeing through the lens provided by Te Whare Tapa Wha and other cultural concepts and knowledge.

The programme is structured into 22 sessions in addition to containing a robust front-end assessment around risk in order to adequately match into the programme design.

**The Return on Expectation**

A number of key outcomes will have been achieved by the end of the project. Firstly a consistent programme will have been delivered for Corrections clients in all sites (community, prison and Community Probation). This will assist with integrity and consistency of delivery.

Secondly, agencies will have received e-learning along with five days of in-room skill based training to deliver the programme. This upskilling of the field is a good investment in the workforce delivering interventions in the area. Investing in professional development means that people are better equipped to undertake the role and also remain in respective roles for a longer time.

More robust front-end assessment training is the third outcome. It will allow for better targeting of the key drivers of family violence behaviours and as such outcome measures around ameliorating these influences can be undertaken.
Family Violence Awareness Training (AUS & NZ) eLearns (Approx. 20hrs seat time in total).

This four-module package is for staff wanting to understand the many different facets of family violence and upskill in a variety of areas relevant to the family violence field. Staff will also learn to better understand and manage family violence risk and the various practice approaches that underpin risk in a family violence context.

The package covers the following areas which are outlined below:

1. Are We Ready to Have the Conversation? (Approx. 7hrs seat time)

   Family violence has emerged out from behind closed doors since the second wave of feminism during the 1970s. It now accounts for around 40% of policing time, is prevalent across the population and often follows intergenerational patterns. In this module staff will work through a number of ideas, a range of perspectives in how we understand family violence, and develop understanding of what it is like for women and children living in situations of fear.

   By the end of this course staff will be able to:
   - Discuss and describe some of the specific reasons that men are abusive and violent within their families
   - Understand the cost of family violence both nationally and globally
   - Explain the history and progression of family violence interventions and approaches
   - Define family violence and give examples as to why and how it is different from other offence types
   - Discuss and describe the impact of family violence on victims (both adult and child)
   - Understand the basis for safe practice for working with victims of family violence.

2. Working in the Family Violence Field (Approx. 4.5hrs seat time)

3. Understanding and Managing Family Violence Risk (Approx. 4hrs seat time)

4. Practice Approaches that Underpin Risk.

   Working in the field of family violence intervention can be challenging. We are often working with situations that engender reactions in us around the behaviour of the men presenting. Being well prepared for the encounter with men and inviting them to take a position of resistance against dominant discourses around men’s violence to women and children is at the heart of intervention. In this module you will explore a number of practice approaches that have been found to be effective.

   By the end of the course staff will be able to:
   - Describe and discuss specific ideas around engaging with men and why these ideas are so critical to successful outcomes
   - Understand and explain the key concepts of Motivational Interviewing (MI) and demonstrate some of the basic MI skills and techniques
   - Identify and interpret various schema or core beliefs men have about women and about violence
   - Understand and interpret various cognitive distortions and explore ways to engage with these
   - Discuss various ideas and strategies that will be helpful when dealing with mandated clients.

Understanding and Managing Family Violence Risk (Approx. 4hrs seat time)

This module covers the core approaches to understanding and managing risk in men who are abusive and violent within their families. Assessing risk at the beginning of an intervention, understanding how it fluctuates, and ensuring there are ways to manage and mitigate risk, are important components of safe practice. What makes this all the
more important in family violence cases is that many men in programmes will be engaging in ongoing contact with family members (either living in the same household or managing access/custody issues).

By the end of the course staff will be able to:

- Understand and interpret risk in situations where family violence is occurring
- Describe, identify and classify the various risk populations and pathways into violence
- Explain how to manage existing and escalating risk and identify strategies you can use to do this.

Practice Approaches that Underpin Risk (Approx. 4.5hrs seat time)

Current theory includes a range of approaches that have been shown to be effective in reducing and stopping family violence. A one-size fits all perspective is unlikely to meet the diverse needs of those seeking intervention. In this module we will cover the theories from a practical perspective in how they work and how they connect to work with clients.

By the end of the course staff will be able to:

- Describe the main theories that influence our approach to family violence intervention
- Compare and contrast the main theories that influence our approach to family violence and explain the role each plays in intervention
- Give examples of how specific aspects of various theories play out in family violence intervention.

FAMILY VIOLENCE HAS, OVER THE LAST 40 YEARS, EMERGED FROM BEHIND CLOSED DOORS AND IS NOW RECOGNISED AS A MAJOR SOCIAL PROBLEM
Family Violence Awareness Training eLearn (Approx. 4.5hrs seat time)

Increase your staff’s awareness of family violence and have them learn about what they can do to help! Would you like your staff to know the real costs of family violence, learn about its effects and get some answers to the perplexing question... “Why doesn’t she just leave?” This course provides staff with the information they need to make better sense of the complex nature of family violence, and gives them the tools and resources they need to make a difference. Increase awareness of this confronting issue and have staff become advocates for those who need help the most.

Within this course staff will navigate their way through four distinct sections including 1) An introduction to family violence including its prevalence, its costs and its causes; 2) Definitions and comparisons to other offending; 3) The victims and associated impacts of family violence, and importantly; 4) How to safely identify, manage and respond to family violence within the workplace and beyond. By utilising over 30 minutes of media, various exercises and activities, and regular challenges and quizzes, staff are kept interested and engaged and are not only encouraged to reflect on their progress, but are also provided with opportunities to apply their new skills in real settings.

By the end of the course staff will be able to:

- Discuss and describe the costs, the causes, and the contemporary definitions of family violence
- Understand and explain the differences between family violence and general offending
- Understand and describe the impacts of family violence on victims
- Explain why women stay and why they leave abusive relationships
- Safely identify, manage and respond to family violence within the workplace and beyond.

Purposeful Assessment for Practitioners eLearn (Approx. 5hrs seat time)

Who’s it for?

This course is for core staff who seek to achieve quality engagement, accurate information gathering, and better outcomes during their assessments. It provides a great opportunity for staff to integrate and advance what they already know about assessment and combine it with the latest assessment techniques and approaches, Motivational Interviewing skills, and research on what really contributes to better outcomes for clients.

Within this course staff will navigate their way through nine interactive video based assessment sequences, including 1) Engagement; 2) Agenda mapping; 3) Pathway mapping; 4) Re-engaging; 5) Personal resilience; 6) Offence mapping; 7) Offence map recap; 8) Cost benefit analysis, and; 9) Wrapping up (using summaries).

By the end of the course staff will be able to:

- Identify the nine key assessment areas, and how to use these when assessing
- Effectively engage clients, gather accurate information (especially related to risk) and increase motivation and readiness for rehabilitative work
- Learn how to integrate Motivational Interviewing techniques effectively within an assessment
- Learn about what it takes to achieve better outcomes from the assessment process.

Family Violence Risk Assessment (One day in-room training)

The focus of the workshop is on the skills and process of thorough assessment of a person presenting with family violence issues. It will include an understanding of what constitutes risk in the family violence context. It also explores risk from a lethality perspective (self-harm and harm to others). While all family violence has inherent risk, the literature identifies a number of populations that are higher risk of serious injury. In addition, a focus upon contexts that are likely to trigger risk is also critically important, for thorough risk assessment.

Key areas covered include:

- What constitutes family violence risk
- Who are our high populations for family violence

FAMILY VIOLENCE OFFENDERS MAY HAVE MULTIPLE COMPLEX NEEDS THAT ARE NOT ADDRESSED EFFECTIVELY IN CURRENT FAMILY VIOLENCE INTERVENTIONS.
Contextual risk factors
Risk mitigation strategies.

By the end of the course staff will be able to:

- Assess what constitutes high-risk
- Articulate the main risk times and events that will trigger high-risk behaviour
- Articulate the issues that can compromise good assessment
- Discuss a number of risk-mitigation strategies.

Case Formulation for Family Violence (One day in-room)

Case formulation in simple terms seeks to answer the question: “What’s going on and what are we going to do about it?” Firstly, there is a top-down process of cognitive behavioural theory providing clinically useful descriptive frameworks. Secondly, the formulation enables practitioners and offenders to make explanatory inferences about what caused and maintains the presenting issues. Thirdly, case formulation explicitly and centrally informs intervention. Case formulation is a cornerstone of evidence-based CBT practice. This training will use case studies to develop formulations that bridge between practice and theory and research.

Key areas covered include:

- What is case formulation?
- Applying case formulation to family violence
- Hypothesis testing
- Case formation and intervention planning.

By the end of the course staff will be able to:

- Articulate the core components of the case formulation model being trained
- Understand the links between formulation, assessment, treatment planning and intervention
- Practise interviewing an offender, to gather information for the purposes of testing hypotheses developed as part of a case formulation process
Identify responsivity issues which can reduce the chances of a robust and well-informed case formulation actually producing a desired outcome.

Develop ideas and strategies for mitigation of these various responsivity issues.

**Motivational Skills for Family Violence Intervention (Two days in-room)**

Motivational Interviewing is now recognised as a major skill set in working with resistance and creating movement. Many of the men attending stopping violence programmes are mandated to attend, so have reluctance and resistance to take the issue of their behaviour seriously.

**Key areas covered include:**

- The principles of Motivational Interviewing
- OARS
- Working with discord
- Working with sustain and change talk
- Identify the restraints to adopting and maintaining a co-researching style of facilitation and the strategies to remove or mitigate these restraints
- Advanced Motivational Interviewing techniques and questions.

**By the end of the course staff will be able to:**

- Describe the key principles that underpin Motivational Interviewing approaches
- Use open questions to elicit depth of information
- Undertake a motivational interview with a client presenting with family violence issues
- Use skilful questioning to shift resistance.

**Group Work Skills for Family Violence Intervention Programmes (Four days in-room)**

Group work is the preferred delivery method of organisations running intervention programmes for family violence. Many of the men attending are mandated to attend, so having the skills to effectively manage a group and ensure effective programme delivery, has a direct impact on the safety of women and children.

**Key areas covered include:**

- Engaging participants into programmes
- Making therapeutic skills come alive in groups
- Co-gender facilitation skills
- Dealing with challenging group behaviour.

**By the end of the course staff will be able to:**

- Identify the restraints to adopting and maintaining a co-researching style of facilitation and the strategies to remove or mitigate these restraints
- Describe the seven stages of the life cycle of groups
- Describe the tasks for the facilitator and the tasks for the participant at each of the seven stages
- Demonstrate the key skills of therapeutic group work
- Demonstrate a range of skills to manage challenging group behaviour
- Demonstrate skills to manage responsivity barriers
- Identify ways to support and uphold the status/mana of their co-facilitator.
Intervention Skills Course
(Two days in-room)
This course has an emphasis on skill building. Practice skills explore three dimensions to intervention: working with thinking, working with emotions, and co-facilitation skills. Disrupting thinking that supports violence is a key part of any stopping violence programme, as is helping men to manage and regulate their mood states.

Key areas covered include:
- Matching pathway with theory of intervention
- Understanding cognitive behavioural theory (CBT)
- Eliciting and working with cognitive distortions
- Working with emotional and mood state regulation
- Co-facilitation skills.

By the end of the course staff will be able to:
- Understand and work with cognitive behavioural ideas
- Spot a distortion and effectively intervene
- Understand where core beliefs come from and how to work with them
- Work to help clients regulate mood states
- Form functioning co-facilitation relationships.

Family Violence Intensive
(Four days in-room)
This workshop provides an opportunity for experienced facilitators to reflect on and enhance their existing practice. It also explores new and innovative approaches that extend their practice. It includes a blend of new practice ideas that introduce facilitators to advances in intervention approaches that are now replacing those based upon a psycho-educational approach. These new approaches include motivational techniques, mindfulness, schema-based work and Acceptance and Commitment Therapy. There is also the opportunity to reflect upon practice and engage in group-based supervision of issues.

Key areas covered include:
- It’s all about the patterns – mapping and identifying disruption points
- Therapeutic group work skills – what the practice looks like
- How to work the room – getting away from individual work with an audience
- Co-facilitation and co-gender facilitation practices
- Innovative practice ideas.

By the end of the course staff will be able to:
- Engage with mandated clients and build intrinsic motivation for change
- Develop and model a respectful co-facilitation relationship
- Map patterns of abusive practice
- Develop an engaging atmosphere that supports behaviour change.
Breaking Free Group

Breaking Free Online

Breaking Free Online is a comprehensive and clinically-robust digital intervention for alcohol and drug dependence. The programme enables individuals to overcome many of the key barriers to treatment, recovery and rehabilitation, such as stigma, concerns about confidentiality, time constraints, rurality, and difficulties accessing substance misuse services or support groups.

Breaking Free Online has been adapted for use in both Probation and Prison settings. It is the only digital programme to have been awarded full accreditation status by the Correctional Services Accreditation and is sequenced to maximise motivation, build recovery capital and facilitate recovery progression. Pillars of Recovery has also achieved full CSAAP accreditation.

Demonstrated Outcomes

The clinical impact of the Breaking Free programmes has been evidenced through systematic mixed-methods research in line with the UK Medical Research Council’s framework for developing and evaluating complex healthcare interventions. This research has led to over 25 studies being published in UK, Canadian and US peer-reviewed journals.

In both community and criminal justice settings, the Breaking Free interventions have been demonstrated consistently to lead to...
Reduced alcohol and drug consumption and substance dependence, improved mental health, quality of life and social functioning, and increased digital inclusion.

www.breakingfreegroup.com

Amovita

Amovita Consulting is a leader in management and human resources consulting, mediation and training. They provide a range of services and programmes that support organisations and businesses to develop and maintain high performance outcomes in the workplace.

Known for their unique business approach incorporating a Blue Ocean philosophy, they provide services, programmes and products based on high performance principles.


Their focus is their clients and customers. They pride themselves on a partnership model, providing clients with a creative range of business and organisational solutions. Through a strategic partnership model, they are a one-stop shop – resulting in many of their clients requesting services and programmes across all their key business divisions. Their services are also flexible and mobile, and they respond creatively to the needs and requests of clients in a short timeframe and match the appropriate professional and service with client needs.

Their professionals are the best in their field of expertise; proven leaders who are selected as part of their dynamic team for their commitment to ongoing professional development, research, working from an evidence base and holding a high performance mindset.

www.amovita.com.au

Sam Farmer

The 100 Day Manager - (Approx. 12.5hrs seat time)

The 100 Day Manager is the essential interactive and engaging online course for new managers within their first 100 days and/or existing managers looking to brush up on their existing skill set. Within this eLearn participants will explore their own personal brand of leadership, and learn how to manage work based relationships, time, and team performance.

Sam Farmer, Coaching Psychologist and Co-Founding Chair of the Coaching Psychology Special Interest Group (NZ), looks forward to working with you to enhance your skills, confidence, authenticity and clarity in managing and leading others even more effectively.

By the end of the course staff will be able to:

- Clarify and increase confidence about managing and leading in ways that are in line with values
- Identify and establish meaningful and useful relationships in the workspace
- Utilise various practical tools to manage time, and work-life balance
- Increase confidence and apply strategies to manage performance collaboratively and in line with personal and professional expectations.

www.enhanceltd.co.nz
Men’s Safety Project

81% of people think it is possible to change people’s behaviour around family violence... So do we!

Men’s Safety Project is a free site for men struggling with patterns of abusive practice. It’s not uncommon for men to struggle with patterns of abusive behaviour in their relationships, and for that pattern of behaviour to have a detrimental impact on everyone; partners, children and men themselves. While changing these often ingrained behaviours is no easy task, we still believe it can be done. As a way to start helping men shift some of the attitudes and beliefs that sit behind abusive behaviour, we have created a free website called ‘Men’s Safety Project’.

www.menssafetyproject.com

For men themselves, the site is an excellent resource to support goals of being safe around their partners, their children and their communities. For practitioners, it’s a valuable resource that will support the work you do with men who are struggling with family safety.

The site includes the following features:

- Various questionnaires, checklists and reflection questions that invite men to be mindful of safety within their relationships
- A downloads section with easy-to-access, printable safety resources that men can use to become safer within their families
- Innovative ‘100 Days of Safety’ email follow up system designed to keep safety front of mind and in the process support men to change habits around abusive practices.

After having navigated their way through the site men can expect to:

- Become more mindful of how their actions affect others
- Access and utilise a variety of safety tips to change abusive habits and behaviours
- Be able to take real actions and steps towards becoming safer within their relationships
- Take ownership and be accountable for abusive behaviours.
Publication list


Video-based Supervision for Programme Facilitators

In addition to our courses, our team are able to provide specialist supervision via our online conferencing system. For more information on this service email: ken.mcmaster@hma.co.nz

WORKING WITH PASSION AND INTEGRITY TO BRING OUT THE BEST IN PEOPLE