PRECEPTORSHIP TRAINING 2025

SUPPORTING STUDENTS: FAMILY VIOLENCE ASSESSMENTS

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OBJECTIVES

- 1. **SELF REFLCTION**: Why do we do what we do?
- 2. **CONNECT**: Take time to build relationship with student.
- **3.** <u>CHECK IN</u>: Where is the student at in course? What do they know?
- **4. SCAFFOLDING**: Supporting students to moving from 'Dependent to Independent'.
- 5. **DOCUMENTATION**: What do Students need to know?
- **6. FEEDBACK**: Strengths and areas to work on. Students provide you with feed back??
- 7. SELF CARE

SELF REFLCTION: WHY DO WE DO WHAT WE DO?

Acknowledge the wisdom in the room: Put your suggestions in chat.

• REFLECT:

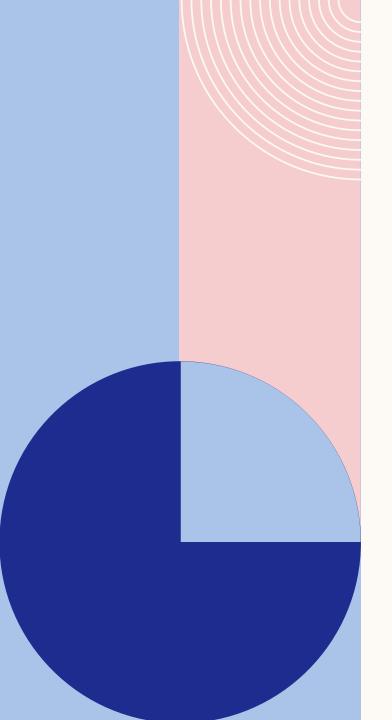
- How do you weave the FV assessment naturally into an appointment?
- How do hold yourself when there is a disclosure of family violence?
- How do you use nonverbal and verbal communication to family that the MCH service is a safe space to disclose family violence?
- Use having a student as a learning opportunity for ourselves. Are we using best practice?

CONNECT: GETTING YOU KNOW YOUR STUDENT

Make the time to build a relationship with students.

• They need to know they are in a safe environment to learn.

They are professionals.



CHECK IN: WHAT DO THE STUDENTS KNOW?

- Has the student seen a family violence assessment completed?
- MARAM QUESTIONS: Do they know the questions?
- How would they manage a person who indicates family violence?
- **REFERALS**: Do they know the services within your council and community to refer to?
- Have '<u>secret sign</u>': Use when the student wants you to take over, or you want to take over.
- <u>APPOINTMENT FLOW</u>: How is a Family Violence assessment introduced?

SCAFFOLDING:

MOVING FROM 'DEPENDENT TO INDEPENDENT'

- WATCH: Student watches a FV assessment.
- **PRACTICE**: Have the student practice a FV assessment with you.
- IMPLEMENT:
 - Student completes FV assessment: Preceptor be ready to support if there is a disclosure, make referrals, ensure safety, and create safety plan if necessary.
 - Each time the student can take on more responsibility under supervision.
 - Creating the space for a student to work through the assessment.

• **DOCUMENTATION:** WHAT DO STUDENTS NEED TO KNOW?

- <u>UNIVERSITY</u>: Documentation is covered with the University, not council specific.
- **CDIS**: Documentation in CDIS under direct supervision.
- **COUNCIL**:
 - Specific referrals to your council
 - FV disclosure flow charts
 - Safety plan
 - Additional Family consults
 - Your council MCH Leadership Teams involvement.

- Student's STRENGTHS
- Areas to work on
- Take a risk and get students to give you feed back??
- CONTACT UNI'S EARLY IF THERE ARE ISSUES

SELF CARE:

- TRIGGERING: FAMILY VIOLENCE may be triggering for students.
- <u>ACCUMULATIVE EXPOSURE</u>: Frequent exposure for both yourself and the student can affect you.

RMIT:

RMIT Counselling and Psychological Services - RMIT University

LATROBE:

Counselling and Mental Health service, Help and Support, Health, Wellbeing and Inclusion, Health and Wellbeing services, La Trobe University

FEDERATION:

Counselling - Federation University Australia