

**PRECEPTORSHIP TRAINING 2025**

**SUPPORTING STUDENTS:  
FAMILY VIOLENCE  
ASSESSMENTS**

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# OBJECTIVES

1. SELF REFLECTION: Why do we do what we do?
2. CONNECT: Take time to build relationship with student.
3. CHECK IN: 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 REFLECTION:**

## **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?
- **REFERRALS**: Do they know the services within your council and community to refer to?
- Have '**secret sign**': Use when the student wants you to take over, or you want to take over.
- **APPOINTMENT FLOW**: 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?**

- **UNIVERSITY:** 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.

## FEEDBACK:

- 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.
- ACCUMULATIVE EXPOSURE: 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