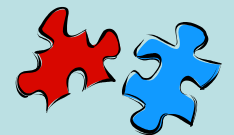


Piecing it all together - Interdisciplinary Collaboration in a Child Protection Context



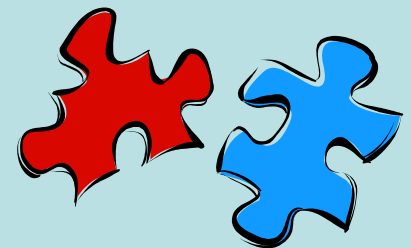
Susan Hill

Child Protection Training and Education Officer,
Sydney South West Area Health Service
July 2007



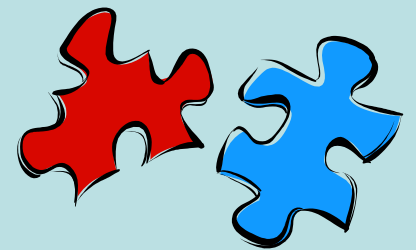
Overview

- Historical and political context
- What does the training look like?
- Areas of resistance
 - organisational/work culture
 - issues for individuals
 - mandatory training
- Developing capacity and providing ongoing support
- What can I do?



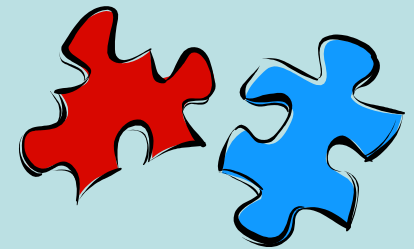
History of Child Protection Training

- Wood Royal Commission
- Mandate to train staff



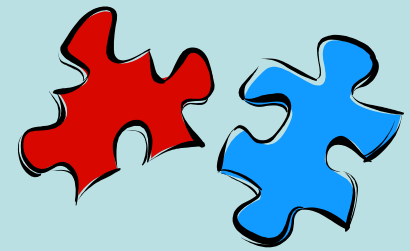
Training Characteristics

- Mandatory training
- Target groups
- Variance in how it is delivered across Areas
- Areas of resistance
 - organisational/work culture
 - issues for individuals
 - mandatory training



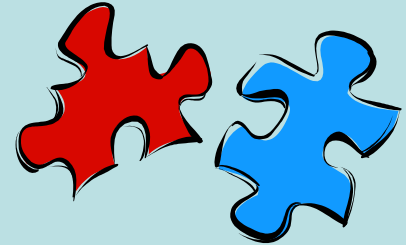
Resistance - Organisational/Work Culture

- Staff release
 - flexible teaching
 - management support
- The role of context
 - allegiance to the profession
 - the nature of professional work
 - variations in organisational culture
 - level of independence and autonomy
- The importance of leadership in changing culture
- Engendering commitment to child protection



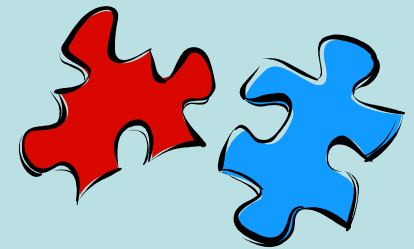
Resistance - Issues for individuals

- Education = knowledge, skills and attitudes
- What do people bring with them to child protection training?
 - myths and misconceptions
 - personal histories
 - work histories
- Importance of qualities and skills of the trainer



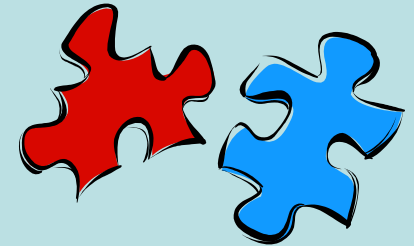
Resistance - Mandatory Education As Best Teaching Practice

- Pros and cons of mandatory training
- Challenge to provide relevant training
- Balancing the needs of the worker and the organisation



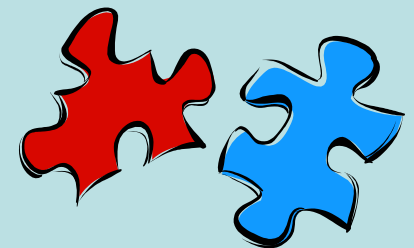
Developing Capacity

- Training is not the end point
- Ongoing training needs
- More than just education
- Providing resources, consultation processes
- Addressing system issues
- Advocating for the needs of workers

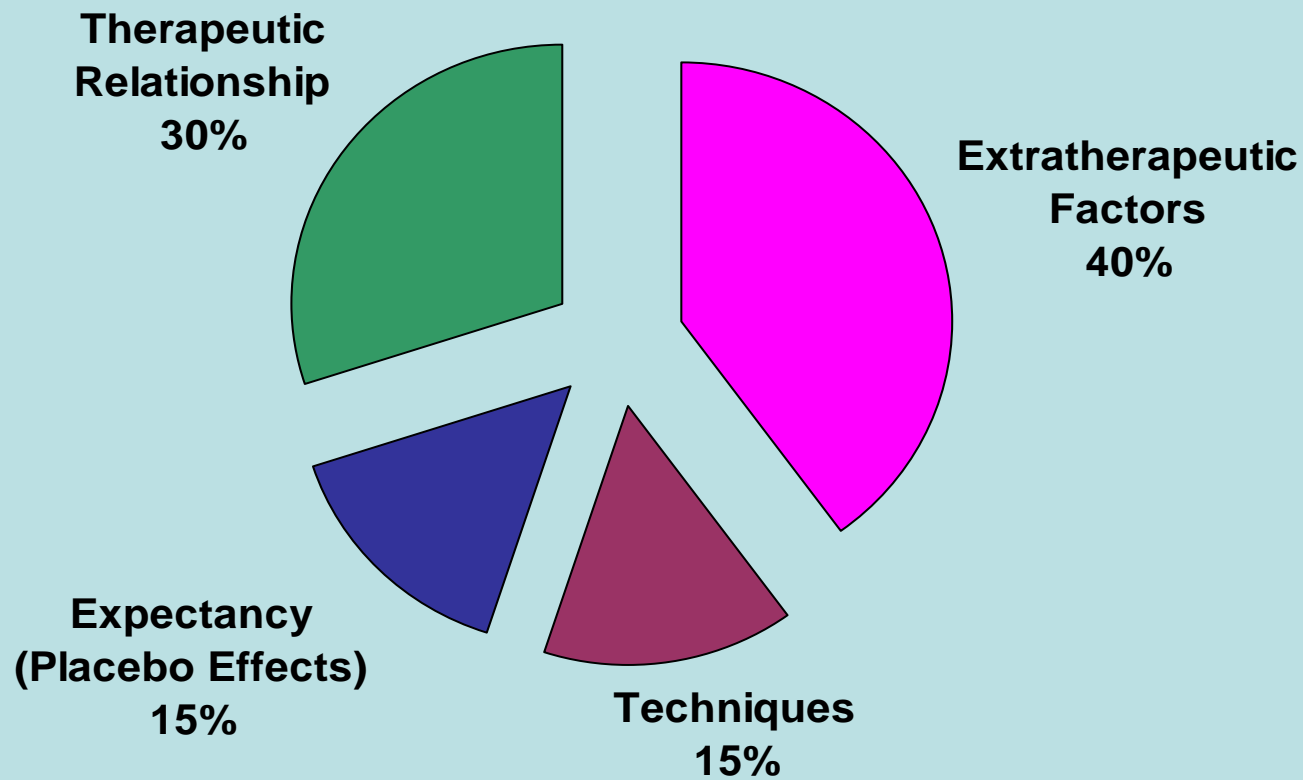


What can I do?

- Be clear it is important
- Work collaboratively
- Develop family and child friendly services
- See child protection on a continuum
- Seek and/or provide supervision
- Honour the importance of our relationships



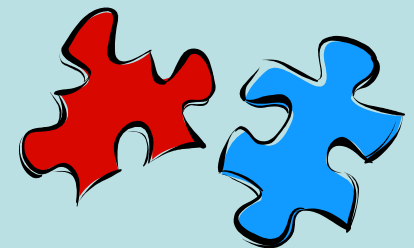
Percentage of Improvement as a Function of Therapeutic Factors



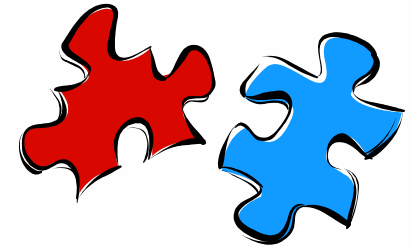
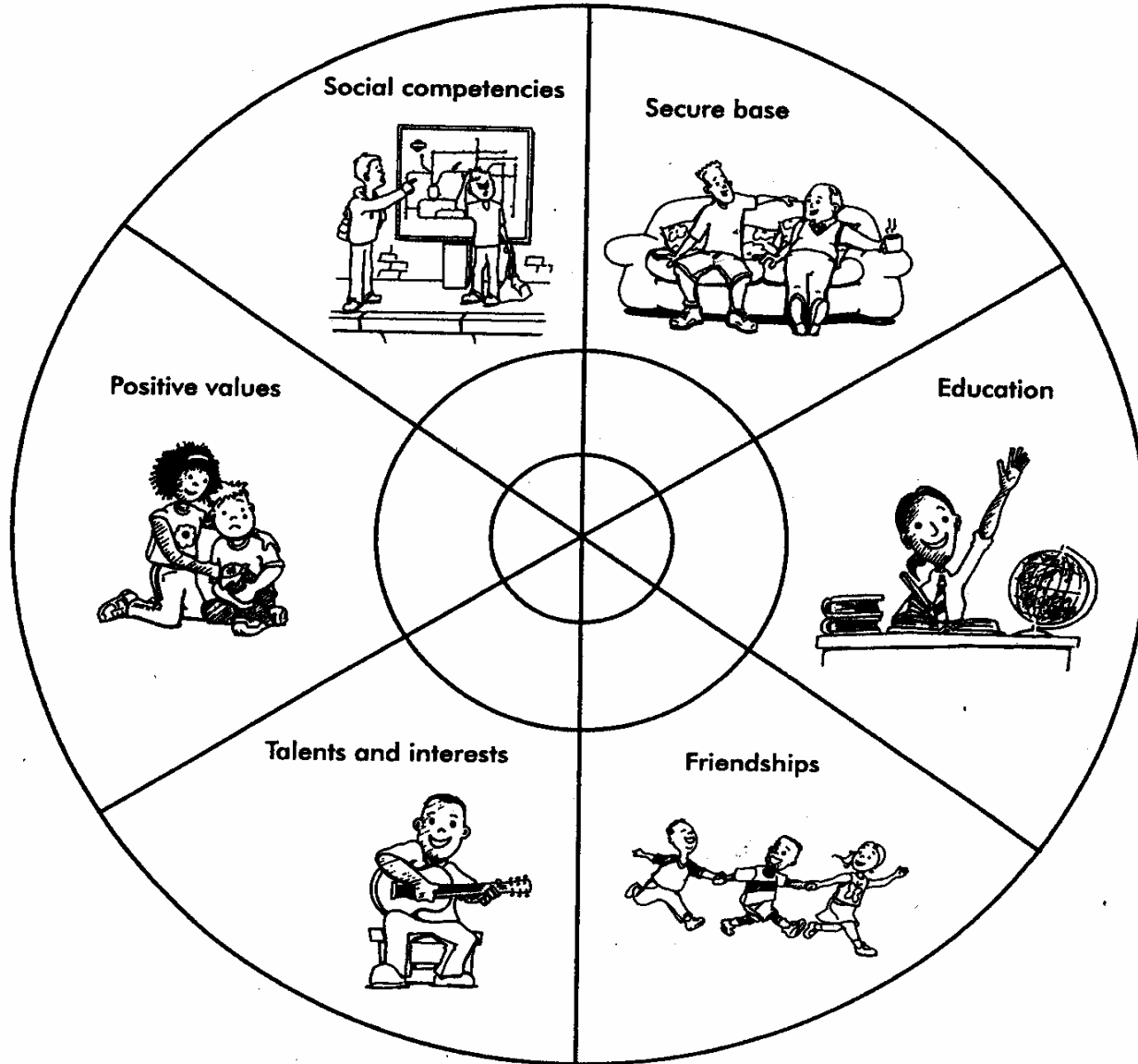
(From the Handbook of Psychology Integration by MJ Lambert, 1992)

What can I do?

- Be clear it is important
- Work collaboratively
- Develop family and child friendly services
- See child protection on a continuum
- Seek and/or provide supervision
- Honour the importance of our relationships
- Raise the needs of children



Six Domains of Resilience



Daniel, B. and Wassell, S. (2002)
The School Years: Assessing and Promoting Resilience in Vulnerable Children 2. London: Jessica Kingsley Publishers, Figure 1.5: Six Domains of Resilience, p.14.

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by Rosie

I Love Summer

rosie [unclear] [unclear]

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