



*Australian*  
INSTITUTE of SOCIAL RELATIONS™

Course Information

CHC81115  
Graduate Diploma of Family Dispute Resolution  
Blended delivery 2018  
Version 2.0

*Australian*  
INSTITUTE of  
SOCIAL RELATIONS™

*Relationships Australia.*  
NEW SOUTH WALES

**PROFESSIONAL  
TRAINING**

*Relationships Australia.*  
WESTERN AUSTRALIA

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## Welcome

Welcome to the CHC81115 GDFDR Graduate Diploma in Family Dispute Resolution.

This practice-based qualification is designed for professionals in the law and/or social science sectors who are seeking to work within the community-based family law arena.

The course builds the required skills for working as a Family Dispute Resolution Practitioner (FDRP) in Australia. Participants who successfully complete the learning and assessment activities will acquire knowledge of the legal principles underpinning mediation and develop the skills to support non-adversarial family dispute resolution.

Practice frameworks for detecting risks during separation, such as family violence, parenting stress, mental health concerns and child harm, are central to the course. Child-focused practice and an introduction to child inclusive mediation are embedded within this qualification.

Graduates from the course will have the relevant professional qualification required for registration with the Federal Attorney General, which entitles the graduate to provide Family Dispute Resolution services to clients in Australia.

We look forward to your participation!

## About the Institute

The Graduate Diploma in Family Dispute Resolution is provided by the Australian Institute of Social Relations (the Institute), registration number 102358 - a division of Relationships Australia South Australia.

The Institute, in partnership with our colleagues in Relationships Australia NSW, WA, Tasmania, and Northern Territory, provides professional education for the family and human services sectors. The Relationships Australia federation has a long-established role in providing education and training that supports human sector and family law professionals to work with diverse families and communities.

In June 2004, the Institute was the first federally funded Skills Training Centre in Australia to provide specialist health and community services training. It continues to be at the forefront of family law and human services training and professional development.

The Institute provides professional education underpinned by 70 years of family service delivery, curriculum informed by current social science research and teaching that demonstrates innovative and interactive education expertise.

We are committed to the development and delivery of quality services and recognise that these rely on quality professionals. We understand that solid foundations of professionalism are built from the combination of practice wisdom, research evidence and education expertise.

## Our Teaching and Learning Philosophy

The following principles underpin the approach to teaching and learning taken in this course:

### **Recognising and valuing diversity**

Respectful relationships that value diversity are the foundation for both effective practice and productive workplace learning. Successful teams value, accommodate and learn from difference.

### **Learning practices**

Customising training for specific work roles and contexts means recognising that learning occurs in many ways, on the job and in formal training sessions.

### **Building on strengths**

New skills and knowledge develop from positive interactions that draw on existing strengths and abilities.

### **Generating knowledge and skills within the workplace**

In a learning culture staff help to shape policy and practices. External 'expert' input may be useful at times, but must be linked to specific workplace learning needs.

### **Linking workplace learning to formal training**

In working towards nationally recognised competencies and qualifications, learners will be engaged in identifying relevant training content and meaningful assessment.

Put simply, there is a match between who we are, what we value and the ways in which we go about our work.

## Course Overview

The Graduate Diploma of Family Dispute Resolution develops the necessary knowledge, skills and attitudes for social science and law professionals to be able to effectively mediate couple and family conflicts during separation, divorce and other family transitions. There is a central focus on dispute resolution strategies that protect and support child and family wellbeing, including strengthening the parenting capacity of caregivers, effective responses to family and domestic violence, mediation of complex relationship dynamics, and respect for diverse cultural worldviews.

This qualification reflects the role of Family Dispute Resolution Practitioners who provide mediation services and interventions for families experiencing high levels of relationship dispute, including formal involvement in the family law system.

By the end of this course, students will have demonstrated, during both the online and practical components of the course, an understanding and ability to work with the following:

- Intake, risk screening and assessment
- Holistic screening for and responding to family and domestic violence, mental health concerns, drugs and alcohol, child wellbeing and safety, and suicide ideation.
- Safety planning
- Making appropriate referrals
- Legal responsibilities including mandatory reporting and obligations under the Family Law Act
- Child focused mediation practices
- Child focused information sessions
- Child inclusive mediation
- Mediation with multiple individuals and various family arrangements including same sex families, elder protection/abuse considerations, CALD and Aboriginal families and their cultural needs
- Preparing practical family agreements for both parenting and property

## Units of Competency

This qualification is made up of 10 units (6 core units and 4 elective units). The units of competency within this qualification are:

### Core Units

CHCDFV008	Manage responses to domestic and family violence
CHCDSP001	Facilitate dispute resolution in the family law context
CHCDSP002	Adhere to ethical standards in family dispute resolution
CHCDSP003	Support the safety of vulnerable parties in family dispute resolution
CHCFAM001	Operate in a family law environment
CHAFAM002	Work with a child focused approach

### Elective Units

CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCDFV012	Make safety plans with people who have been subjected to domestic and family violence
CHCDFV013	Manage domestic and family violence screening and risk assessment processes
CHCFAM007	Assist clients to develop parenting arrangements

## The Course Modules

The Graduate Diploma in Family Dispute Resolution is delivered in four modules. The first three modules are delivered online; the fourth module involves a minimum 50 hrs of work placement in both simulated and real work settings.

The 2018 program begins on 26 February with five days of face to face training and assessment scheduled in September.

Assessments will be conducted online, within the simulated work placement and on-the-job, via structured workplace projects.

### Module 1 Overview – Foundations for FDR

Module 1 introduces participants to the role of the FDR Practitioner in the Australian family law system. Non-adversarial approaches and strategies to effectively assist families resolve disputes and make effective parenting and property arrangements are introduced in this model that is built on the Facilitative mediation model.

Opportunities to strengthen the wellbeing and safety of children and vulnerable family members, including building cooperation between caregivers during separation, is emphasised.

#### Units of competency in this module:

- CHCFAM001 Operate in a family law environment
- CHAFAM002 Work with a child focussed approach
- CHCDSP002 Adhere to ethical standards in family dispute resolution

### Module 2 Overview – Identifying and Responding to Wellbeing & Safety Risks

Module 2 introduces frameworks and tools that enable FDR practitioners to effectively identify and appropriately respond to the range of wellbeing and safety risks that are common for families impacted by separation.

#### Units of competency in this module:

- CHCDFV001 Recognise and respond appropriately to domestic and family violence (elective)
- CHCDFV008 Manage responses to domestic and family violence
- CHCDFV012 Make safety plans with people who have been subjected to domestic and family violence (elective)
- CHCDFV013 Manage domestic and family violence screening and risk assessment processes
- CHCDSP003 Support the safety of vulnerable parties in family dispute resolution

### Module 3 Overview – Family Agreements

Module 3 assists participants to document and finalise family agreements and arrangements.

#### Units of competency in this module:

- CHCFAM007 Assist clients to develop parenting arrangements (elective)
- CHCDSP001 Facilitate dispute resolution in the family law context

### Module 4 - Work Placement (50 hours minimum)

There are two components to the work placement. Part 1 involves learning and assessment activities conducted in simulated workplace environments which are supervised and assessed by experienced FDR Practitioners. Part 2 involves structured learning and assessment activities conducted in a real workplace under supervision.

### Part 1: Simulated Work Placement (mediation role plays)

The intensive five-day simulated work placement involves mediation scenarios of varying complexity. Students will be mentored as they complete specified activities under the direct supervision of an accredited Family Dispute Resolution Practitioner/Mediator. These activities will gather evidence of students' ability to provide family dispute resolution services and interventions for families experiencing high levels of relationship conflict.

The competencies achieved and the hours completed in Part 1 count towards the overall work placement requirement of 50 hours.

Satisfactory participation and achievement of Part 1 must occur for students to be eligible for Part 2.

### Part 2: Real Work Experience

Upon successful completion of Part 1, students are able to commence Part 2, where they will be supervised at all times by a senior mediator to work directly with clients in mediation.

Eligible students will be offered a placement at a Relationships Australia site and/or Family Relationship Centre. Student placements are organised by the course facilitators, in consultation with students regarding availability and suitable location. Students wishing to undergo placement at locations outside of AISR's partner network must be negotiated and may incur a cost to the student.

This work placement component facilitates the completion of the 50 hours (minimum) compulsory work placement, enables workplace-based assessment and supports the application of knowledge and skills in real work situations and contexts.

## Course Timetable

The learning and assessment program commences from Monday 26 February 2018.

Task	Dates - SA/TAS
<b>Module 1 - Moodle opens</b>	26 February - 27 April (9 weeks)
<b>Module 1 Foundations for FDR</b>	Webinar and Facebook Live dates to be confirmed
Module 1 assessments due	27 April including upload of intake role play video
<b>Module 2 - Moodle opens</b>	30 April – 20 July (12 weeks)
<b>Module 2 Identifying and Responding to Wellbeing and Safety Risks</b>	Webinar and Facebook Live dates to be confirmed
Module 2 assessments	20 July including upload of 2 <sup>nd</sup> intake video role play plus mediation video role play
<b>Module 3 - Moodle opens</b>	23 July – 14 September (8 weeks)
<b>Module 3 Family Agreements and Professional Practice</b>	Webinar and Facebook Live dates to be confirmed Clinical supervision dates to be advised 21 August - National panel webinar
Module 3 assessments due	14 September
<b>Module 4 - Moodle opens</b>	17 September – 21 September (1 week)
Work placement 1: face to face intensive	17 September – 21 September (1 week)
Work placement 2: real work component	From October 1 <sup>st</sup> to November 30 <sup>th</sup> or as negotiated

## Relationships Australia NSW

Task	Dates - NSW
<b>Module 1 - Moodle opens</b>	26 February – 20 April (8 weeks)
<b>Module 1 Foundations for FDR</b>	6 March - Orientation face to face Additional webinar and Facebook Live dates to be confirmed
Module 1 assessments due	20 April (except intake role play - will be done at Skills Workshop)
<b>Module 2 - Moodle opens</b>	23 April – 13 July (11 weeks)
<b>Module 2 Identifying and Responding to Wellbeing and Safety Risks</b>	12 June - webinar 12 - 1pm TBC 6 and 7 July - 2 day assessment (intake role play and mediation role play will be done here) Additional webinar and Facebook Live dates to be confirmed
Module 2 assessments	13 July
<b>Module 3 - Moodle opens</b>	16 July – 31 August (7 weeks)
<b>Module 3 Family Agreements and Professional Practice</b>	20 August to 24 August - Clinical supervision times 21 August - National panel webinar Additional webinar and Facebook Live dates to be confirmed

Module 3 assessments due	31 August
<b>Module 4 - Moodle opens</b>	3 September
Work placement 1: face to face intensive	3 - 5 September part 1 10 - 12 September part 2
Work placement 2: real work component	17 September – 30 November or as negotiated

## Expectations of Participants

As a student of at the Australian Institute of Social Relations, it is expected that you will:

- Complete all online learning and assessment activities
- Attend and participate in all face-to-face training sessions
- Complete all on-the-job learning and assessment activities in a location agreed to by the Course Coordinator
- Participate in and attend webinars and/or Facebook live events

At the Graduate Diploma qualification level, it is further expected that you will:

- Build skills in a self-directed manner drawing on prior knowledge and skills
- Apply analytical skills in the planning, design and execution of your learning
- Build a coherent and systematic body of knowledge of Family Dispute Resolution
- Apply high level, fully independent complex judgments
- Engage with the course resources developed for each topic to enhance your learning
- Participate in the listed Course Activities as these are a valuable component of your learning
- Commence and complete each of the course modules in line with the dates specified
- Submit all assessment activities by the due date
- Should the need for an extension arise, negotiate this directly with your facilitator
- Ensure that all work submitted for assessment is your own work
- Actively participate throughout the course
- Adhere to the word limits in written assessments

## Course Requirements

You are required to successfully complete the compulsory learning activities and all the assessment tasks for each module.

Students are expected to complete 15 – 20 hours of study as a minimum requirement for this course.

### Staying on Track

We recommend that you download and print your relevant Activity & Assessment Checklists, available in the Student Resources section of your online learning portal (Moodle). Keep them handy while you progress through each Module.

### Learning Resources

The text book required for the GDFDR is Fisher, L & Brandon, M (2012), 'Mediating with Families', Third Edition, Thomson Reuters, NSW.

This text can be purchased online from the publishers [www.thomsonreuters.com.au](http://www.thomsonreuters.com.au) or you may be able to borrow it from your local library. If you purchase it 2nd hand, you may purchase the 2009 version.

A recommended publication featured in the online course is Winslade, J & Monk, G (2000), 'Narrative Mediation', Jossey-Bass Publishers, San Francisco, USA. All other readings and website links are available online under Course Readings. Readings and resources are available in each Module Topic. For more information on the Facilitation model of mediation please refer to this text:

Boulle Laurence and Alexander Nadja Mediation Skills and Techniques 2nd edition 2012.

## Overview of Assessments

Within Vocational Education and Training (VET), assessment is based on competencies that are work focused, linked to organisational standards and evidence based. The assessment tasks designed for this course, and their specific criteria, are informed by the units of competency, the topics delivered, organisational standards, policies and procedures and legislation. Assessments will gather evidence of your competency using the following methods:

- Direct observation of participation in face to face learning activities
- Written short answer, multiple choice or short essay type questions
- Quizzes
- Completion of workplace projects including conducting meetings and implementing team specific work projects
- Presentations to colleagues
- Supervisor and third party feedback
- Completion of online learning tasks

## Grading Information

All assessments will be graded as competent or not competent. The unit result outcomes applied are: CA, CD, FER or NYA

- CA stands for 'Competency Achieved' and CD for 'Competency Demonstrated'
- FER stands for 'Further Evidence Required' and NYA as 'Not Yet Achieved'

If you receive FER or NYA it means that you have either not submitted your activity or we require further evidence of your competence in that subject or skills area.

## Course Overview

Below is an overview of the GDFR including the sequence of assessments that participants will be required to complete to receive the qualification.

Topic	Alignment to CHC62015 competencies	Content and Learning Activities	Assessment Tasks
<p><b>Module 1: Foundations for FDR</b></p> <p>Assessments to be complete by: 27 April, 2018</p>	<ul style="list-style-type: none"> <li>• CHCFAM001 Operate in a family law environment</li> <li>• CHAFAM002 Work with a child focussed approach</li> <li>• CHCDSP002 Adhere to ethical standards in family dispute resolution</li> </ul>	<p>The Family law environment in which mediators operate -scope, requirements and systems</p> <p>Referral of clients as required</p> <p>Ethical frameworks for FRDPs</p> <p>Child focussed and child inclusive practices</p> <p><b>Required readings:</b> -FDRP in the New Family Law System, 2008 AG Department -Family Law (FDRP) Regulations, 2008 Amendment no. 18 -Summary Report of 2006 Family Law reforms, 2009 -‘How do De Facto Couples Fit In’</p>	<p>1.1 The legal environment of FDRPs - Quiz 1.2 Case Study: The Voice of the Child 1.3 Family and Domestic Violence support and Referral – short answer questions 1.4 Create your two part intake script 1.5 Ethics Case Scenarios – short answer questions 1.6 Reviewing State-based Intervention – short answer questions <b>1.7</b> Intake and Assessment Role Play Video recording</p>
<p><b>Module 2: Identifying and responding to wellbeing and safety risks</b></p> <p>Assessments due by</p>	<ul style="list-style-type: none"> <li>• CHCDFV001 Recognise and respond appropriately to domestic and family violence (e)</li> <li>• CHCDFV008 Manage responses to domestic and family violence</li> <li>• CHCDFV012 Make safety plans with people who have been</li> </ul>	<p>Understanding screening and risk assessment in the context of family dispute resolution</p> <p>Screening, risk assessment and safety planning tools to support the work of FDRPs</p>	<p>2.1 Complete DOORS (Detection of Overall Risk Screen) online training course 2.2 Complete AVERT Family Violence Screening and Safety Planning online training course 2.3 Responding to risk – DOORS case studies 2.4 Serious client matters – Case study 2.5 Intake and safety planning – Case studies</p>

Topic	Alignment to CHC62015 competencies	Content and Learning Activities	Assessment Tasks
	<p>subjected to domestic and family violence (e)</p> <ul style="list-style-type: none"> <li>• CHCDFV013 Manage domestic and family violence screening and risk assessment processes</li> <li>• CHCDSP003 Support the safety of vulnerable parties in family dispute resolution</li> </ul>	<p>Understanding the DOORS suite of screening tools and how they support the work of FDRPs</p> <p>Responding to safety concerns</p> <p>How and when to safety plan</p> <p>Responding to complex cases</p> <p>Identifying and responding to family and domestic violence</p>	<p>2.6 AVERT Family Violence Responding to Perpetrators of Family Violence online training course</p> <p>2.7 Responding to perpetrators of family violence – Case study</p> <p>2.8 Working with complexity – Video and short answer questions</p> <p>2.9 Working with diversity – Video and short answer questions</p> <p>2.10 Intake and Mediation video</p>
<p><b>Module 3</b> <b>Family Agreements and Professional Practice</b></p>	<ul style="list-style-type: none"> <li>• CHCFAM007 Assist clients to develop parenting arrangements (e)</li> <li>• CHCDSP001 Facilitate dispute resolution in the family law context</li> </ul>	<p>Family complexities</p> <p>FDR with family complexity</p> <p>FDRP obligations</p> <p>Drafting of agreements</p>	<p>3.1 - Complex case review</p> <p>3.2 - Drafting parenting plans</p> <p>3.3 - Property Agreements</p> <p>3.4 - The s60i Certificate – short answer questions</p>
<p><b>Module 4</b> <b>Work Placement - Minimum 50 hours</b></p>	<p>Application of all units of competency</p>	<p>Observation and participation in simulated and real work FDR related activities.</p> <p>Engagement and participation in supervision, coaching and mentoring.</p> <p>Engagement in professional development and reflective practice conversations</p>	<p>Task 1 – Facilitative mediation skills review and practice session</p> <p>Task 2 – Conduct a property mediation (simulated role play)</p> <p>Task 3 – Conduct a parenting mediation with complexity (simulated role play)</p> <p>Task 4 – Conduct a multi-party parenting mediation with complexity (simulated role play)</p>

Topic	Alignment to CHC62015 competencies	Content and Learning Activities	Assessment Tasks
			<p>Task 5 – Conduct a parenting mediation with complexity (simulated role play)</p> <p>Task 6 – Participate in supervision and coaching during the classroom intensive</p> <p>Task 7 - Observe two (2) Intake and Assessment sessions</p> <p>Task 8 – Conduct two (2) Intake and Assessment sessions</p> <p>Task 9 – Observe two (2) joint mediation sessions</p> <p>Task 10 – Co-facilitate two (2) joint mediation sessions</p> <p>Task 11 – Co-facilitate a joint mediation in shuttle format</p> <p>Task 12 – Participate in final supervision session</p>

## Faculty

### Principal Assessors and Content Advisors

#### **Theresa Clark**

Practice Leader Post Separation Services  
Vocational Graduate Diploma Family Dispute Resolution  
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BA/LLB (hons)  
Nationally Accredited Mediator  
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#### **Virginia Leeuwenburg**

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### Course Coordinators

#### **Jane Robertson**

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#### **Monique Brunello**

Training Manager  
Relationships Australia NSW

### Assessment team

#### **Luciana Caixeta**

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## AISR Management

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## Locations

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