Reference A. Report of the Younger Veterans Welfare Needs Workshop, 30 August 2017

Introduction
1. On 11 October 2017, three representatives of the younger veteran cohort workshopped the outcomes of the Younger Veterans Welfare Needs Workshop (Reference A).

Purpose of Workshop
2. The workshop was tasked to develop a MILADVW002 Unit of Competence framework.

Participants
3. Ben Webb, CFMG Member, facilitated and participated in the workshop along with:
   - Ms Leanne Galayini, Research, Policy and Training Manager, Legacy New South Wales.
   - Mr Adrian Talbot, Executive Manager - Homes for Heroes.
4. Workshop participants were supported by:
   - Roger Greene, A/g CFMG Chair.
   - Greg Hoving, National Training Manager
   - Richard Kelloway, CFMG Supernumerary.
   - Darryl Proud, MTS (Registered Training Organisation).
   - Wayne Stidston, DVA, ATDP Project Officer.

Workshop Process
5. Participants considered a framework of questions to guide their preparation (Annex A).

Scope of Report
6. This report summarises the key Workshop outcomes.

Scoping Considerations
7. In scoping the boundaries, participants acknowledged that:
   a. DVA services for ‘service leaver’ are excellent; education of the ‘service leaver’ is needed.
   b. Entry into the Welfare stream must be attractive to younger veterans.
c. Current TIP/ATDP Welfare courses are not providing the knowledge and skills DVA clients’ need (e.g., veterans of all ages access Homes4Heroes’ advocates).

d. The evidence is that ESOs:
   i. do not know what their Welfare training needs are, and
   ii. would not be able to make a valid cost-benefit decision about a Cert IV.

e. Although advised by MTS that 10620NAT can be easily amended to include additional UoC:
   i. Is that the optimum solution?
   ii. Do the diverse needs of DVA welfare clients indicate that different types of Welfare Advocates are appropriate?
   iii. Should DVA sponsor training and development beyond 10620NAT?
   iv. How much more content could reasonably be added?
   v. Should a MILADVW003 be added to the Welfare stream?
   vi. Should 10620NAT be constrained to welfare advocacy core UoC, that are complemented by electives (perhaps identified locally by the VC/ESO/CoP)?
   vii. Can the welfare knowledge and skills that are universal/generic to all workplace experiences be identified?
   viii. Should ‘peer support’ activities be included in MILADVW002?
   ix. Should the Welfare stream culminate in a Certificate IV?
   x. Can/should the welfare knowledge and skills that extend beyond the universal/generic be undertaken in the wider community?
   xi. Can, and how can Continuing Professional Development facilitate?
   i. Should the focus of Welfare continue to be ‘to point the way’ or be changed to ‘accompanying the client on the journey’?

Conclusions
8. Participants reached consensus that, irrespective of resolution of the preceding scoping questions, the following key issues must be addressed in developing MILADVW002 UoC:
   a. the established welfare service delivery model is not appropriate for younger veterans’ needs;
   b. building rapport and trust requires:
      i. high calibre inter-personal skills,
      ii. self-awareness,
      iii. skilful management of the risks involved in supporting others, and
      iv. a well-developed ability to connect the dots;
c. helping veterans resolve the challenge of reintegration into community (breaking sense of isolation) is a significant welfare task;

d. younger veterans need competency in aged care to:
   i. prepare them for all cases they may encounter, and
   ii. frame behaviours towards their elders;

e. welfare advocates require a reasonable understanding of compensation (and vice versa);

f. while the welfare needs and cultures of older and younger veteran cohorts are significantly different, welfare advocates need to deal competently with both;

g. pre-selection be further defined to include:
   i. psychometric testing,
   ii. probationary suitability assessment,
   iii. confirmation by monitoring MILADVW001 training performance.

h. all existing and future welfare advocates need ‘first responder’ units of learning, including:
   i. conversing with people in crisis,
   ii. personal and client safety,
   iii. mental health first aid,
   iv. accidental counselling,
   v. resilience training,
   vi. ASIST, and
   vii. crisis support agencies;

i. MILADVW001 and 002 should cover core content at the introductory level;

j. CPD to be structured to include:
   i. ‘packages’ that extend from the introductory content in MILADVW002 to increase advocates’ depth of knowledge of;
   ii. mandatory CPD units of learning for RPL-ed Level 2 Welfare Advocates in the ‘first responder’ units plus transition from the ADF and reintegration into community;

k. ESOs must be helped to accept that high quality welfare advocacy services (and CoP) cannot be provided from a ‘silos’ but necessitate extensive networking;

l. younger veterans are expressing interest in, and to facilitate, a career in Military Advocacy, MILADVW001-002 will ideally provide pre-requisite competencies for Cert IV in Community Services;¹

¹ MTS advised that the ASQA-accredited Cert IV in Community Services required completion of 7 core units of 15 total, and choices from 30 electives.
m. DVA consider varying the (Younger Veterans?) Grants Scheme to fund welfare advocate’s completion of Cert IV units in Community Services where justified by a VC/ESO/CoP business case.

**Actions Arising**

9. The following actions arise from the workshop:

   a. a transition phase diagrams be prepared on the basis of the outcomes of this workshop (see page 5 overleaf);

   b. with respect to MILADVW002, a follow-on workshop of younger veterans as SME be convened before Christmas to define:

      i. the unit of learning,
      ii. the modules,
      iii. the core content, and
      iv. the depth of coverage;

   c. Brian Warren be consulted about development of CPD ‘packages’;

   d. Wayne Stidston discuss variation of Younger Veterans Grants Scheme with Ben Webb;

   e. a paper on psychometric testing be prepared for consideration by the CFMG in December, and presentation to the SGB for endorsement at first meeting in 2018 (and SGB consideration of briefing ESORT on the rationale); and

   f. a consultation strategy be developed to engage the new and emerging veterans’ groups.

10. Other actions that arose during discussions but are not directly related to development of MILADVW002 are:

   a. a plan be developed for the transition of advocacy services as ESOs whose advocates do not transition to 10620NAT accreditation become un-current;

   b. the SGB be invited to endorse:

      i. the title Welfare Support Officers for those non-accredited VC/ESO members who provide companionship and home/hospital visits, and
      ii. inclusion in ADTP training and development of an un-accredited short course for Welfare Support Officers.

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Ben Webb  Greg Hoving
Member, CFMG  National Training Manager
NOTIONAL MILADVW TRAINING AND DEVELOPMENT PATHWAY

Suitability Assessment
- Add: Psychometric testing
- Probationary Suitability
- Training-based confirmation

MILADVW001 (Foundation course for all Welfare candidates)
- Add: First Responder competencies
  - e.g., suicide awareness
  - accidental counselling

MILADVW002 Welfare Stream
- Annex A, Attachment 1 Units
- MRCA On-line 'basic' module
- CPD Depth-learning 'Packages'

RPL-ed Welfare Advocates
- Plus mandatory CPD 'packages':
  - First Responder
  - ADF Transition
  - Community Reintegration
  - Basic Compensation

Certificate IV in Community Services
- Funded / Unfunded?

Business Case

Cert IV Community Services Units
Framework of Questions

For your consideration, I would like to propose the following framework of questions:

- **Question 1: Pre-enrolment, suitability assessment phase:**
  - What outcomes do you think this phase must achieve?
  - How you think this phase can best achieve those outcomes?
  - What additional activities are necessary to encourage candidates’ progression to enrolment in 10620NAT?

- **Question 2: Current Generic Welfare UoC (refer to Attachment 1):**
  - What current generic content do you think is mandatory for welfare advocates who will support younger veterans and dependants?
  - What changes would you like to see made to ensure this content is addressed appropriately to younger welfare advocates’ learning needs with respect to:
    - timing?
    - delivery?

- **Question 3: In your view, how can the content of the current welfare UoC and the new content for welfare advocacy services to younger veterans and dependants be best covered:**
  - In an integrated learning pathway that covers all the content ‘end-to-end’?
  - In separate learning pathways for the current and younger veterans content?
  - In a common pathway for generic content, then separate pathways?
  - Can you please identify why you prefer your suggested solution?

- **Question 4: Younger Veteran-Specific UoC (refer to Attachment 2):**
  - Reflecting on the June Workshop:
    - What changes of content do you now think are necessary?
    - How would you create a learning and development pathway that covered the new content?
    - How would you present the content so that it maximised the level of competency attained by the welfare advocate?
  - Accepting that we identified very significant additional content, what is your thinking about the following questions?
    - What level of knowledge and skill is required in what circumstances?
    - What content is generic for all welfare support of younger veterans?
    - What knowledge would allow a welfare advocate to cope with transitioning veterans and dependants?
    - What knowledge would allow a welfare advocate to cope with veterans and dependants in crisis?
    - What knowledge would allow a welfare advocate to cope with veterans and dependants throughout their post-discharge, no-crisis civilian life?
  - If it was the best way forward, how would you progressively develop a welfare advocate’s knowledge and skills?
• Question 5: The welfare advocacy learning and development pathway must produce competent welfare advocates who are motivated to continuously improve their professional competency (refer Attachment 3). Which of the new content do you think is best covered:
  o on the formal learning and development pathway?
  o in post-accreditation continuing professional development?

• Question 6: Given that competency comprises both knowledge and skill, how do you think the following can best be engaged to develop competency:
  o e-learning?
  o on-line engagement with clients?
  o face-to-face engagement with clients?
  o mentoring?
  o case studies?
  o question and answer quizzes?
  o other?

Attachments: 1. Current Content
  2. Identified New Content from Workshop No 1
  3. Learning and Development Pathway
CURRENT CONTENT

At the June Workshop, we specifically identified the following current content:

- police checks
- working with children
- working with vulnerable people
- workplace health and safety
- manage personal stressors in the workplace
- interviewing techniques
- national consistency
- finding documents
- privacy principles including
  - duty of care
  - referral pathways
  - personal boundaries
  - self-monitoring
  - mandatory reporting
  - bereavement
  - aged care
  - elder abuse
  - violence – domestic, sexual, ?
IDENTIFIED NEW CONTENT

At the June Workshop, we identified the following new content for the Younger Veterans Welfare UoC:

- a ‘first-responder’ module to facilitate recognition of, and effective response to crises
- modules on:
  - the MECRB process
  - means of retrospective action:
    - changing mode of separation
    - accessing CSC entitlements
    - accessing DVA entitlements
  - the basics of compensation legislation
  - case management
  - how to be a volunteer (Volunteering Australia)
  - legal and ethical boundaries (Volunteering Australia)
  - accidental counselling (available commercially)
  - understanding social isolation (available commercially)
  - dealing with mental health
  - talking to drug and/or alcohol-affected people
  - domestic (including sexual) violence
  - suicide awareness (eg., SafeTalk counselling, ASIST)
  - basic skills of living (eg., getting a Medicare Card, opening a bank account, registering a car, seeking employment)
  - facilitating social engagement
  - vicarious trauma
  - delivering services when the Defence Family is not capable of helping itself
  - rehabilitation
  - recreation activities
  - support for children in the crisis-ridden family
  - developing strategies to foster self-reliance
  - working with DVA, CSC and service providers

- Incorporate into 10620NAT the ‘wellbeing model’ being workshopped by Homes for Heroes.
At the June Workshop, we identified the following learning and development pathway issues:

- the complexity and scope of younger veterans’ needs indicates that Military Welfare Advocacy should extend beyond Level 2
- adopt an holistic approach
- limit Level 1 to the UoC that both Compensation and Welfare candidates need
- place new knowledge in Welfare 2, then completely reorganise flow
- ensure a thorough understanding of the issues, not just the perfect journey
- foster inquisitiveness
- recognise the limits of on-line learning
- ensure OJT and mentoring are providing the range of experiences needed
- use:
  - mentoring to develop frameworks of questions to facilitate on-the-job learning
  - case studies to develop case management skills
- include in the pre-enrolment suitability assessment ‘first-responder’ activities that:
  - provide immediate support for mates
  - create a sense of achievement
  - introduce the Welfare pathway
  - stimulate the want to learn more
- include in ‘first-responder’ learning and development:
  - recognising and responding to crisis
  - accidental counsellor
  - how to deal with mental health first aid
  - informed-choice self-protection
- attract younger veterans to volunteering by opening a career opportunity by including:
  - units of competency from Cert IV in Community Services at welfare advocacy Level 2
  - opportunities to complete modules for a Diploma in Community Services (Case Management) Welfare Advocate Level 2