

Reducing Parental Conflict Programme

Learner Journey & Course Outlines

Learner Journey

THE CONVERSATION

Whether new to your role, with less experience or a very experienced practitioner, regularly encountering parental conflict situations, learners will want to discuss how appropriate the modules are to their individual learning needs. Where does their line manager feel their current level of competence and confidence sits? Maybe they have a lot of experience or have completed other training and are looking to test their understanding with the latest thinking on reducing parental conflict and improving child outcomes?

MAKE-UP AND OVERVIEW OF THE MODULES

When learners have considered where they are in terms of skills, they'll be in a great position to discuss the outline descriptions for each module.

Classroom sessions focus on building awareness of the topic, opportunities to experiment with relevant scenarios and hands-on activities to create an immersive experience.

There are four ½-day (3.5 hour) modules which have been designed to be delivered either as separate ½-day events or may be combined to create 1-, 1 ½- or 2-day events. See more detail in the Combining Modules and Prices sections below.

- Module 1 introduces parental conflict and how to interpret and use the evidence base
- Module 2 and Module 3 introduce practical tools to support frontline practitioners, identify and explore parental conflict and support couples/co-parents in parental conflict situations no matter what their role
- Both Modules 2 and 3 focus on skills practice with an emphasis on applying the appropriate tools and actions with respect to the evidence base
- Module 4 is aimed at supervisors and managers only and their approach to supporting practitioners.
- Each classroom-based module is complemented by a 45-minute e-learning module which learners may choose to explore before, after or instead of attending a classroom-based event

SEQUENCE OF LEARNING

For the optimum learner experience, each module should be completed in sequence, giving participants the opportunity to build confidence and competence over time. However, learners may feel that this isn't necessary, based on their individual needs. Learners may choose a classroom-only, e-learning-only or a combination journey of learning and there is advice about combining modules below. It's important to note that learners for any of the face to face modules (as well as Training the Trainer) will receive a login for all 4 e-learning modules as part of the package, or the e-learning can be purchased as a standalone item. This provides a digital version of the module(s) they're completing, offering an opportunity for revision of content or future skills practice at their leisure.

CLASSROOM TRAINING OR DIGITAL E-LEARNING?

The programme has been designed to be as comprehensive, yet as flexible as possible. Depending on their preferred learning style and/or any time or travel constraints, it may be appropriate for participants to select either classroom-based

or e-learning delivery, making up their unique learner journey. The content is mirrored across both media, yet both naturally offer a different experience. Classroom-based activity is a great opportunity to come together, work with peers and experience hands-on practice in a safe environment. It also supports many Local Authorities' ambitions to host multi-agency learning opportunities, supporting cross-sector and role networking. The e-learning experience offers 24/7 access, potentially greater time for reflection and online tools to support learner development. Participants may decide to utilise both delivery methods to get the most out of their experience. The e-learning content will be licenced for access for a 6-month period and may be used as pre-learning, replacement or refresher learning.

ONGOING LEARNING OPPORTUNITIES

The most effective way to learn and develop new skills and competencies is to ensure that any one-off events form part of a continuous learner journey back on-the-job. The ability for spaced repetition, practice and reflection is how a learner will embed this new learning so that it is applied and isn't forgotten. Practitioners should ensure that they discuss these ongoing learning opportunities with their line manager and how they can be observed putting into practice what they've learnt (if they haven't already).

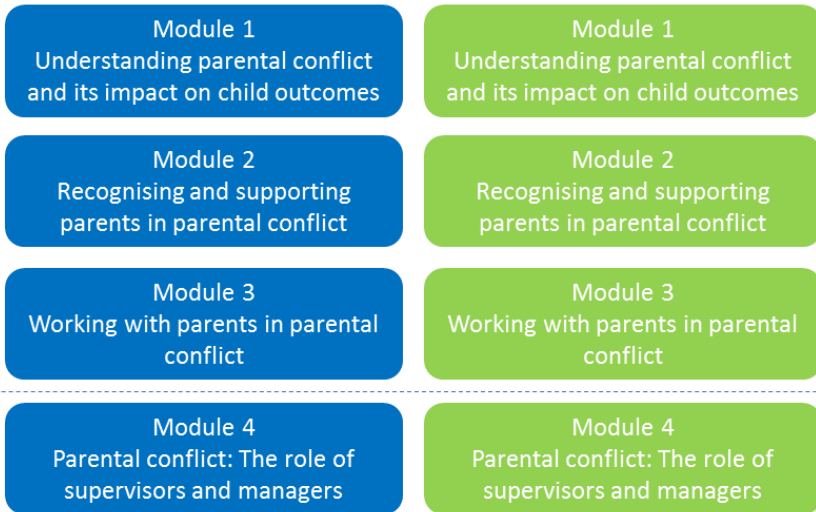
TRAINING THE TRAINER

Additional events are scheduled for those nominated and invited to deliver the training to other organisations in their local area. It is recommended participants nominated to attend the Training the Trainer events have attended all four classroom-based modules prior or at least complete the e-learning in advance. Please review the outline below and discuss this with your line manager if you are nominated to attend.

LEARNER JOURNEY DIAGRAM

The diagram below presents a visual representation of how learners or managers can develop individualised learner journeys for themselves or their teams, through classroom learning, e-learning or a combination of the two. There is more advice about combining specific modules in the section on page 11.

Reducing Parental Conflict The Learner Journey



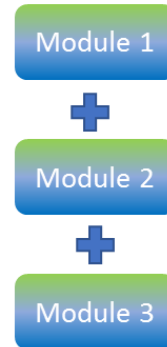
- Classroom based 3.5 hour events
- eLearning modules
- Combination or blended option

Route 1



Awareness for front line practitioners, senior leaders, and service designers or commissioners who can play a part in reducing parental conflict

Route 2



Awareness and skills practice for those working with parents continuously, who can influence the reduction in parental conflict

Route 3



For those who manage front line practitioners with close relationships with parents. To support those who can influence the reduction in parental conflict.

Route 4



Fast Track for those who manage front line practitioners attending any of the modules.

Train the Trainer



For Local Authority and partner organisation nominated trainers to deliver the classroom-based training modules.

Module 1: Understanding Parental Conflict and Its Impact on Child Outcomes: How can I use the evidence base to support parent relationships?

Prerequisites

It is recommended that you complete the Module 1 e-learning after attending the classroom session.

Aims

This module is 1 of 4, delivered as part of the Reducing Parental Conflict programme. The aim is to bring into focus the impact of parental conflict on child development and outcomes.

Attendees

This module is designed as part of an awareness programme exploring the evidence base for parental conflict and its impact on children. Open to a wide range of participants including front line practitioners, senior leaders, and service designers or commissioners working in a variety of roles across the reach of Local Authorities and associated organisations, for whom increased awareness will lead to greater identification of opportunities for early intervention.

Objectives

By the end of this half-day introductory workshop, participants will be able to:

- Attain a raised awareness of the existing evidence base around parental conflict
- Achieve a good understanding of the impact of parental conflict on children's outcomes
- Recognise the potential triggers for parental conflict gained from the evidence base
- Understand the stressors and triggers of parental conflict, including the possible outcomes such as the relationship between mental health and parental conflict
- Achieve an understanding of the role of fathers/male carers in a child's life
- Gain an awareness of the Early Intervention Foundation (EIF) Resource Hub and the role of Reducing Parental Conflict Ambassadors and Integration Team
- Reflect on how to apply the evidence base into areas of work - strategic or operational

Course Agenda

- Introduction & housekeeping
- Module objectives
- Participants' introductions
- Parental conflict and its impact on relationships
- Causes of parental conflict
- The vulnerability stress adaptation model
- Recognising the impact of parental conflict on outcomes for children (evidence base findings)
- The Early Intervention Foundation (EIF)
- Debrief and take-aways
- Summary and evaluation

Course Timing

Half-day module of 3.5 hours including 15 mins break (9:00 to 12.30 or 1:00 to 4:30).
Joining Instructions will give further details of the venue and logistics.

Note: *This programme is not designed to deliver the specialist skills needed when dealing with complex cases of domestic abuse or domestic violence.*

Module 2: Recognising and Supporting Parents in Parental Conflict: Applying knowledge, skills and techniques

Prerequisites

It's recommended you complete Module 1 e-learning before the course if you haven't attended Module 1

Aims

This module is 2 of 4, delivered as part of the Reducing Parental Conflict programme, and explores how to recognise the signs of parental conflict at the early stages. It highlights how to support parents in finding constructive outcomes which are shown to provide positive lessons for children to learn such skills as negotiation and compromise.

Attendees

The module is designed as a skills-based workshop giving opportunities to practise techniques to engage with couples/co-parents in practical situations. Open to a wide range of front line practitioners working with adults, children and families in a variety of roles across the reach of Local Authorities and partner organisations.

Objectives

By the end of this half-day, skills-based workshop, participants will be able to:

- Recognise relationship distress at an early stage and when it is potentially damaging
- Support couples experiencing parental conflict and be empowered to act, report or refer should domestic abuse be disclosed/identified
- Revisit the stressors that may lead to parental conflict
- Recognise the role of fathers / male carers in a child's life and understand the importance of including co-parents in all forms of co-parenting couples
- Build confidence and skills by using effective listening and questioning techniques to identify and discuss parental conflict triggers
- Understand your role and responsibilities in discussing parental conflict with parents, to help frontline practitioners assist parents to understand the impact of parental conflict on their children

Course Agenda

- Introduction & housekeeping
- Module objectives
- Participants' introductions
- The couple relationship and early intervention
- Family formations including the role of fathers
- Recognising relationship distress and applying the VSA Model with scenarios
- Empathy and questioning in parental conflict situations, structuring your approach
- Debrief and take-aways
- Summary and evaluation

Course Timing

Half-day module of 3.5 hours including 15 mins break (9:00 to 12.30 or 1:00 to 4:30).
Joining Instructions will give further details of the venue and logistics.

Note: *Whilst this programme may discuss the difference between inter-parental conflict, it is not designed to deliver the specialist skills needed when dealing with complex cases of domestic abuse or domestic violence.*

Module 3: Working with Parents in Conflict: How do I support, refer or intervene?

Prerequisites

It is recommended that you complete Module 1 & 2 e-learning before the course if you haven't attended these modules.

Aims

This module is 3 of 4 delivered as part of the Reducing Parental Conflict programme and explores how to discuss parental conflict with parents. It focuses on practising the skills of handling conversations with parents in conflict using tools and techniques to enable parents to resolve destructive conflict with positive outcomes.

Attendees

The module is designed to practice the skills needed to support parents to reach positive outcomes from destructive conflict situations. Open to a wide range of frontline practitioners working with adults, children and families in a variety of roles across the reach of Local Authorities and partner organisations.

Objectives

By the end of this half-day, skills-based workshop, participants will be able to:

- Identify the level of conflict encountered and describe the most appropriate support to offer
- Respond appropriately when parental conflict is identified
- Practice how to approach conversations that may arise around distressed relationships
- Know about the available local and national resources available to support parents whose relationship is in conflict
- Help parents to engage with these services, by being able to describe what they do and what the evidence shows us about long term outcomes for children
- Identify when to talk with your manager about possible domestic abuse and/or child safeguarding situations

Course Agenda

- Introduction & housekeeping
- Module objective
- Participants' introductions
- Using tools to support parents
- Providing support and guidance
- Motivating and encouraging parents to address their conflict issues
- Putting it into practice with a case study family
- Debrief and take-aways
- Summary and evaluation

Course Timing

Half-day module of 3.5 hours including 15 mins break (9:00 to 12.30 or 1:00 to 4:30).

Joining Instructions will give further details of the venue and logistics.

Note: *This programme is designed for parental conflict situations and does not cover the knowledge, skills or techniques required in more complex cases of domestic abuse or domestic violence dealt with via other programmes.*

Module 4: Reducing Parental Conflict: The Role of Supervisors and Managers: How can I support my frontline practitioners?

Prerequisites

It is recommended that participants complete Modules 1 - 3 via classroom or as a minimum via e-learning prior to attending.

Aims

This module is 4th and final module in the Reducing Parental Conflict programme and highlights how to support frontline practitioners to engage with parents in addressing destructive conflict with a view to improving outcomes for children. It focuses on the skills practice of managing team members faced with parental conflict conversations to develop their skills and confidence levels, empowering managers to practically support their team members to consistently develop and subsequently apply their learning.

Attendees

This module is specifically for those with managerial or supervisory responsibility for front line practitioners who work in a range of organisations. The module is designed as a skills-based workshop exploring the knowledge, skills and behaviours needed to support staff to identify, intervene or escalate parental conflict situations they encounter.

Objectives

By the end of this half-day, skills-based workshop, participants will be able to:

- Support members of staff through the handling of parental conflict situations
- Recognise the importance of maintaining a focus on reducing parental conflict
- Apply the evidence-base to day to day interactions with parents
- Utilise the tools from the toolkit to support frontline practitioners to work with parents in conflict
- Use questioning to probe for further details where necessary
- Handle supervisory discussions involving parental conflict cases
- Advise staff members on the appropriate course of action appropriate to the situation

Course Agenda

- Introduction & housekeeping
- Module objectives
- Participants' introductions
- Overview of the 3 previous modules
- Constructive conflict and its value; destructive conflict and its outcomes
- Parental conflict and the importance of early involvement
- Parental conflict conversations toolkit - using tools to overcome barriers
- Kadushin's supervision model as applied to parental conflict
- Practicing support with structured conversations
- Debrief and action plans, summary & evaluations

Course Timing

Half-day module of 3.5 hours including 15 mins break (9:00 to 12.30 or 1:00 to 4:30).

Joining Instructions will give further details of the venue and logistics.

Note: *This programme is designed for parental conflict situations and does not cover the knowledge, skills or techniques required in more complex cases of domestic abuse or domestic violence dealt with via other programmes.*

Outline: Training the Trainer (2 days)

Prerequisites

It is advisable that Training the Trainer (TTT) attendees either attend all modules as face to face training, or as a minimum complete Modules 1-4 e-learning in advance. We strongly request at least the latter: completing e-learning of Modules 1-4, as TTT is based on their content and about delivering them. Local authority, RPC coordinators: please instil this message in your TTT learners if possible.

Course Aims

This two-day workshop is designed to familiarise and upskill Local Authority and partner nominated trainers to deliver the Reducing Parental Conflict (RPC), classroom-based training modules. This workshop will enable participants to deliver the complete programme of modules confidently and in line with the objectives of each module.

Course Objectives

By the end of this highly participative workshop format, participants will be able to:

- Understand the importance of the structural design of the programme, utilising the elements of the programme and the corresponding materials
- Deliver the programmes effectively, as designed, to diverse attendees
- Position the materials and exercises relevantly to their audiences
- Implement evidence base practice throughout
- Execute the practical exercises in each module using the support materials as designed
- Facilitate discussions and questions from audience members
- Apply existing L&D techniques for audience involvement including the 5 Ps model
- Evaluate the feedback received via comment and participant questionnaires
- Promote the availability of e-learning and further programmes

Course Agenda - Day One, 9.30 – 5.00

- Welcome & introductions
- Programme arrangements, aims and objectives
- Background to the Reducing Parental Conflict programme
- Knowledgepool roles and responsibilities
- Module 1 overview – review of the objectives, structure and materials
- Practical session in group – facilitating the activities with feedback

Each group will be allocated a section or an exercise of the module to run to their team for first-hand experience of the programme and receiving feedback and observations for additional notes to their Facilitator Guides.

Lunch

- Module 2 overview – review of the objective, structure and materials
- Practical session in groups – facilitating the activities with feedback

Each group will be allocated a section or an exercise of Module 2 to run to their team for first-hand experience of the programme and receiving feedback and observations for additional notes to their Facilitator Guides.

- Summary of Day One
General discussion and review of the two modules experienced on Day One to capture cross-group views and questions. Issuing of Facilitator Guides for Modules 3 and 4

Outline: Training the Trainer (2 days) - Continued

Course Agenda - Day Two, 9.30 – 5.00

- Welcome and recap
- Module 3 overview – review of the objectives, structure and materials
- Practical session in group – facilitating the activities with feedback

Each group will be allocated a section or an exercise of the module to run to their team for first-hand experience of the programme and receiving feedback and observations for additional notes to their Facilitator Guides.

- Module 4 overview – Review of the objectives, structure and materials

Lunch

- Practical session in group – facilitating the activities with feedback

Each group will be allocated a section or an exercise of the module to run to their team for first-hand experience of the programme and receiving feedback and observations for additional notes to their Facilitator Guides.

- Review of Modules 3 and 4 in plenary
- Experiencing e-learning*

A brief experience of the process for accessing e-learning and a flavour of what is available online

- Programme administration and logistics

Registration Process; Materials; Joining Instructions; Attendance tracking and recording; Evaluation process for delegates; Reporting process for RPCPs; Knowledgepool Support

- Local question and answer session – the way forward

Decisions, agreements; demand plans; schedules collaboration and co-facilitation, etc.

- Issue of Trainer Toolkits
- Summary and evaluations

All participants will leave with their Trainer Toolkit equipping them with the reusable supplies needed for the effective running of each of the modules.

* Subject to availability of internet access, and in the very early staged of the training, logins and signed off digital content.

Notes on The Courses and Combining Modules

While many practitioners will complete Modules 1-4 as a 2-day course, for some colleagues it may be preferred to do certain Modules only. The following provides advice about combining modules, along with a reminder of the cost of training for your reference.

- Module 1 does standalone but equally combines well with Module 2 for a day's training, as well as with Module 4 for a 1-day Managers' / Supervisors' training event
- Modules 2 and 3 combine well to make a full day due to their shared and follow-on content
- Delegates would be unlikely to combine Modules 1 and 3 only, as if you need Module 3 you'd be expected to need and complete Module 2 also
- It is recommended that learners complete the e-learning for their module before their face to face training and as noted in the prerequisites above, it's also advisable that you complete the e-learning for any prior modules you haven't attended
- It is advisable that Training the Trainer (TTT) attendees either attend all modules as face to face training, or as a minimum complete the e-learning for Modules 1-4 in advance. We strongly request at least the latter as TTT is based on Module 1-4 contents and about delivering them. RPC coordinators: please instil this message in your learners if possible.
- Please note that learners for any face to face module(s)/course will receive a login for all 4 e-learning modules (Modules 1-4). E-learning can also be purchased as a standalone item.
- If a 1-day, face to face event is run combining modules, delegates should not dip in and out and should attend the whole day
- Local Authorities may run for example 2 x Module 1 in one day (i.e. AM and PM sessions for different cohorts) to save on costs
- Each face to face course has a maximum of 20 delegates and the costs of training, below, are fixed regardless of if fewer attend
- Please note, the module titles of Modules 3 and 4 may be subject to slight variation due to amendments made through the pilot in March 2019

Venue requirements for RPC courses *(required from the customer)*

The training room must be an appropriate size for 20 delegates and the trainer. Please set it out in cabaret style.

Equipment to be provided: LCD Projector; Projector Screen; Flipchart stand x 1; Flipchart pads x 1; Flipchart pens

RPC Prices

| Instructor-Led Training (Closed Courses) for max 20 Delegates – on LA or LA Partner Site. [E-learning is of course online and priced per person if procured separately]. All Charges are fixed price | E-LEARNING ONLINE OPTION (Includes all 4 Modules; cost per person) | 2-DAY DELIVERY (4 modules) | 1-DAY DELIVERY (2 modules) | ½-DAY DELIVERY (1 module) | TRAINING THE TRAINER 2-DAY DELIVERY (i.e. equivalent to 4 modules) |
|--|--|----------------------------|----------------------------|---------------------------|--|
| Cost Exclusive of VAT | £30.00 | £2747.68 | £1373.94 | £941.18 | £2747.68 |
| Total Price to Local Authority Including VAT @20% | £36.00 | £3,297.46 | £1,648.73 | £1,129.41 | £3,297.46 |

Cancellation rates

| Cancellation period before the course start date (in calendar days, not working days) | Charge to be paid by the Customer to the Supplier against each classroom-based training (not applicable to e-learning). No other charges can be claimed i.e. expenses |
|---|---|
| Over 28 days | 0% |
| 22-28 days | 25% |
| 15-21 days | 50% |
| 8-14 days | 75% |
| Less than 7 days | 100% |

Contact

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