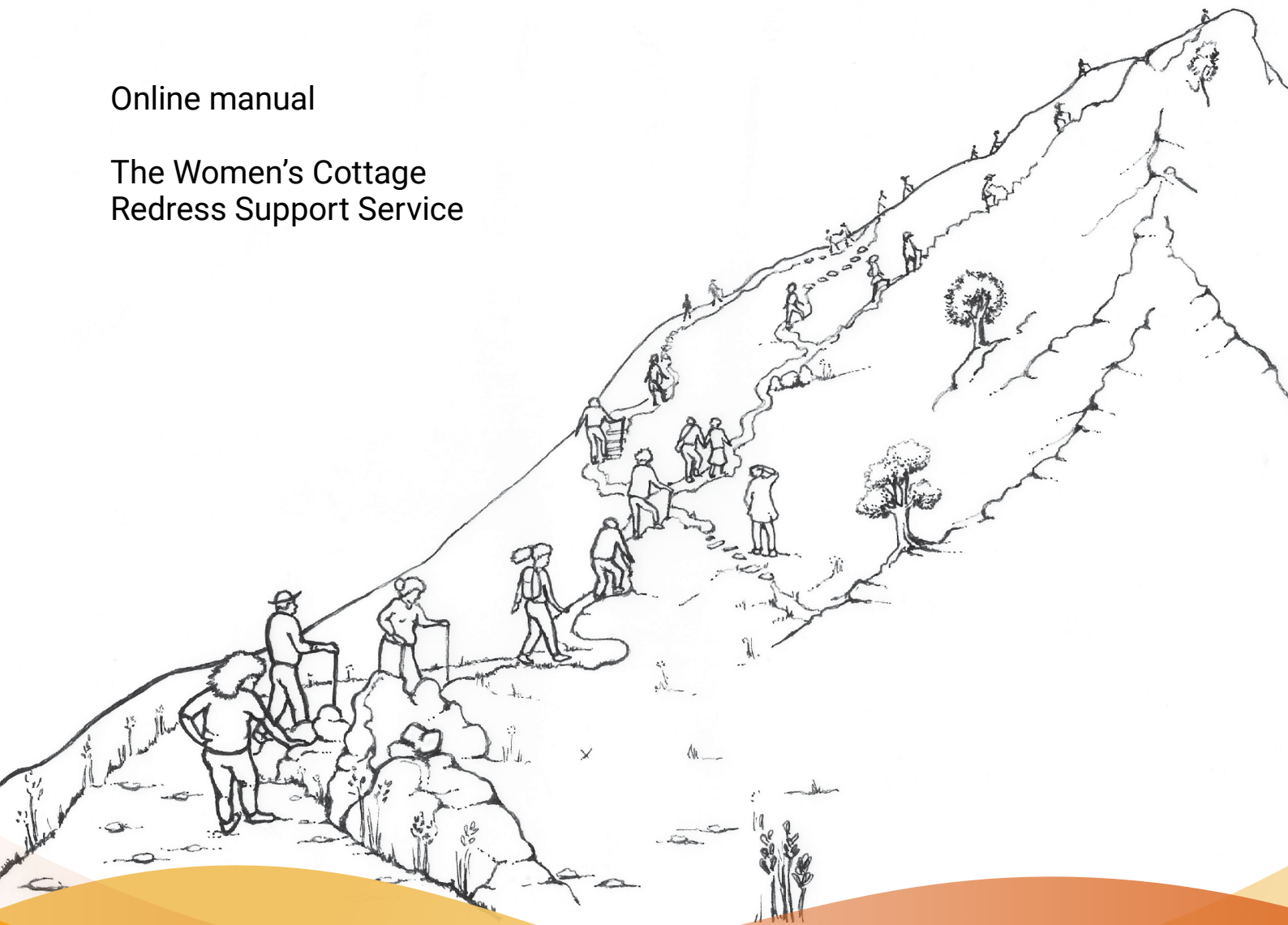


Steps on the Journey

A group work program
for people applying to the
National Redress Scheme

Online manual

The Women's Cottage
Redress Support Service





National Redress Scheme

For people who have experienced institutional child sexual abuse

Summary

This manual was developed by the Redress Support team at The Women's Cottage.

Steps on the Journey is a group work program for people who are considering, or are in the process of, making an application to the National Redress Scheme. It aims to give them the information they need in a supportive setting.

This manual is specifically for Redress Support Service workers looking to deliver the Steps on the Journey program online using video conferencing software. It explains the rationale for the program, its content and structure, and what is needed for their service to run it online. It assumes workers are familiar with the National Redress Scheme and have skills, knowledge and experience in working with people who have experienced sexual abuse.

Whilst Steps on the Journey is not intended to provide therapy for participants, we recognise that working on an application can be very difficult. The program aims to support the process of going through that difficulty.

We created this program working on the traditional lands of the Darug people and we pay our respects to ancestors and Elders of the lands you are working on wherever you read this and use the program.

Acknowledgement and deep thanks are extended to the women we work with every day, who teach us much about courage and determination as they seek justice and healing.

The development of this program is a result of the dedication and commitment of the Redress Support team at The Women's Cottage: Sarah Dillane, Angie Gleeson, Kelly Haines and Maria Losurdo.

Editing and production support: Sarah Shrubbs, The Being Group and Jennifer Pitty. Thank you Jennifer Pitty for the illustrations and ideas.

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For the face to face version of the program and more information, visit womenscottage.org.au or call us on 02 4578 4190.

The Women's Cottage

Hawkesbury Area Women and Kids Service Inc., trading as The Women's Cottage®, located in Richmond, NSW, has been an essential service in the Hawkesbury since 1983. The Women's Cottage is a community-based crisis support and resource centre, run by women, for women (and their children) who live, work or study in the Hawkesbury region. The Women's Cottage specialises in supporting women experiencing domestic violence, isolation, financial distress, parenting distress and other forms of emotional distress or trauma. It is also an information, resource, referral and advocacy service.

During the Royal Commission into Institutional Responses to Child Sexual Abuse, The Women's Cottage was funded to provide support to women who had experienced sexual assault. Some of these women found that the work of the Commission triggered their traumatic memories, affecting their daily lives.

With the creation of the National Redress Scheme (NRS), The Women's Cottage received funding for a Redress Support Service covering the region of NSW from Parramatta to Lithgow. It is the only specialist women's Redress Support Service and as such also provides a response to referrals from anywhere in Australia.

Redress Support team at The Women's Cottage

The Redress Support Service (RSS) at The Women's Cottage is a small team with many collective years of experience working with people affected by sexual assault, childhood trauma, developmental trauma and institutional care.

Our specialist Redress Support team is fully trained in the workings of the National Redress Scheme (NRS) and has the skills to identify possible challenges and assist with the types of complex situations faced by many applicants. Collectively, team members have written and delivered therapeutic, communication and life skills group programs for vulnerable client groups for over sixty years.

Because the process of applying to the Redress Scheme (right from the start, when considering applying) can act as a significant trigger, affecting physical and mental health and relationships and the ability to manage daily life, we have found that there needs to be a variety of ways of helping.

Group work program

The Redress Support Service offers group work among its support options. It is our understanding that the National Redress Scheme is intended to reach as many people who have experienced sexual assault in an institutional context as possible. Two recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse are that “[t]here should be a ‘no wrong door’ approach for survivors in gaining access to redress” and that “redress should be offered, assessed and provided with appropriate regard to the needs of particularly vulnerable survivors”.¹ We need to find more creative, flexible, compassionate ways of engaging the ‘hard to reach’ people who are reluctant to be in contact with services because of their history with institutions.

We offer group work so that women are not alone in their involvement with us. We hope that this aids in destigmatising their experiences and addresses some of their support needs. Group work is a way of attending to survivors’ isolation,² loneliness, and alienation from others.³ It also provides an opportunity for clients to contribute to others, which supports the development of the sense of agency. ‘Wrapped in Angels’⁴ and Mindfulness are among the supportive group work options. Our service also offers ‘Steps on the Journey’, a program of group work activities designed to support people through the entire process of considering, applying for, and receiving redress.

Steps on the Journey

Steps on the Journey is a group work program created to support people applying to the National Redress Scheme. It is not a guide to the scheme.

It came out of the experience of the team supporting women through the NRS process. Whilst each woman had her own experience, themes emerged. There were similar questions, similar fears and hopes, and similar barriers for a significant proportion of clients. It seemed to us that interpersonal and intrapersonal resources for clients could be built up to help make the redress process both useful and healing – no matter what the outcome or choice at any stage. We wanted to help people to find out more about redress without having to commit to making an application.

Most of the women we have supported have extensive histories of trauma and abuse. These experiences have led to multiple problems in their lives, such as cognitive and literacy problems, poverty, homelessness, physical and mental ill health, domestic violence, alcohol and other drug issues, and social disengagement. In addition, many have physical and intellectual disabilities and/or generational trauma. We are aware that not all applicants to the NRS will present such complexity, but we intend this program to cater to those who do.

Whilst this program is not a therapy group, we are hoping there will be benefits to participants, such as opportunities to improve their awareness of their own responses and to learn and practise skills in self-care and emotional regulation. The delivery of the program is intended to be flexible, as we recognise that not every participant will need this kind of psychological support. Some participants, for example, may only want support in understanding the application form and process. Others may have some need for self-care and emotional regulation support in order to consider making a redress application. Facilitators will need to adapt the program, including during sessions, in order to meet participants’ requirements.

Aims

The program is designed to do the following:

- deliver information about the National Redress Scheme in a supportive context
- identify where each participant is up to
- flag any stumbling blocks (with awareness that some things have to be dealt with outside the group)
- encourage mutual support
- provide psychoeducation
- enable practice and experience (with support) of positive relationships and new strategies for self-care

Agency responsibilities

For each Steps on the Journey group, two facilitators are required.⁵ This is crucial as the possibility of participants being triggered or distressed is high and there needs to be care for the group and the potential for intensive support of individual participants at the same time.⁶

Agencies wishing to run Steps on the Journey groups need to make available the time, space and technology that facilitators need to work effectively. Agencies have a duty of care to support facilitators and to be aware of the risks to workers of vicarious trauma. Clinical supervision is necessary and should be scheduled pre-group, during the life of the group and post-group. Time must be allocated for planning and debriefing around sessions. The time needed for pre-program negotiations with participants can be considerable.

Prior relationships between facilitators and participants, and their impact on the group, need to be acknowledged and understood, as do post-group relationships – such as counsellor, caseworker, and assistance nominee. Principles of transparency and accountability operate (see ‘Do No Harm’⁷).

Support outside group sessions

Agencies using the Steps on the Journey program need to understand the additional support needs of clients and have a clear process for addressing those needs. Arrangements must be made about who is responsible for supporting clients outside group times and who follows up on any barriers to application that emerge during the group sessions.

IT access

When providing online programs, equity requires that consideration be given to participant access to the skills, confidence and IT equipment needed. This may require partnerships with services in the participant’s local area, loaning equipment, or supplying internet access. Facilitators may need to run practice video calls with some participants so they can familiarise themselves with the technology prior to the program.

Outcomes we are hoping for

1. Increased knowledge of the National Redress Scheme and reparation choices available
2. Increased understanding of the stages of the application process
3. Increased confidence with informed decision making throughout the application process
4. Exploration of possible challenges and the support options available
5. Recognition of potential trauma triggers in the application process
6. Increased ability to self-regulate and use self-care throughout the application process
7. Recognition of strengths brought to the application process
8. Ability to progress to the next step with support as necessary
9. Reduced isolation, increased connection to others, and a life less limited by trauma’s effects

Formats

The program can be run either online or face to face (f2f). It is made up of four modules which run in sequence. Each module has four sessions. The four modules span the whole process of considering and making an NRS application and responding to an NRS offer. This manual includes program outlines and suggestions for activities and discussions specifically for online delivery.

The sequence, content, information and intended outcomes of the online and f2f programs are the same. The processes and exercises suggested are tailored to the delivery methods. Having two modes of delivery allows the program to work with individuals and communities in areas that do not have ready access to local Redress Support Services. The online delivery may be more suited to clients who have difficulties travelling. The two modes can also be seen as parallel pathways; this can allow for flexibility in delivery method in response to changing situations. Participants may switch between online and f2f where available and needed.

Content

The program covers both information and emotional support, as facilitators need to use both, as appropriate, with their participants. Facilitators need to ensure that they have up-to-date information about the NRS at the time of every group meeting.

Steps on the Journey uses the analogy of a journey through the redress process, and we have included suggested resources that reflect that. This analogy may not work for your clients; please use what does.

Research shows that adult learning is most effective when content is relevant, goal directed and practical, and when delivery is based around participants' experience and is co-directed by learners and facilitators.⁸ It also shows that trauma can affect the way we take in and process information.⁹ For this reason the session outlines are designed to be seen as a framework, to be expanded using the knowledge and experience of the participants and in response to their particular questions and needs. This approach is also designed to allow sessions to be tailored to a specific group.

For example:

- shorter or longer duration
- less or more reading and writing
- less or more time spent on review
- greater or lesser level of detail in the interpretation of forms
- number and proportion of emotionally supportive activities within a session
- use of images, metaphors and materials that are relevant for a particular community

The program content that addresses the need for participants to remember the sexual abuse for their application to the NRS relies on the facilitators' knowledge of the risks¹⁰ of remembering and the fragmented nature of traumatic memory.

We have found the foundation of the stages of change model¹¹ – the idea that change is not a simple one-step process – useful in thinking about how people come to and make their way through the redress process. 'Relapse' or 'lapse' is a normal aspect of change-making. This reminds facilitators that a pause in the journey through redress is not a halt and that everyone we work with needs to work at their own pace.

We encourage the use of the 'fridge door' or 'burning questions' idea during the sessions, to make it clear that all questions will be met with respect and answered if possible. Facilitators are asked to request feedback at every session, in ways that capture different communication styles. This will be one of the ways in which facilitators review and adjust the program to best meet participants' needs. One important review question that needs to be repeatedly asked is: "Is the balance between information and support working for you?"

Since an aim of recovery from sexual abuse is restoration of agency and control, it is important to include the fact that "...no matter how sudden, devastating or horrific ... past experiences have been, [survivors] undoubtedly called upon resources to get ... through those times"¹². People always protest, refuse or resist, and though those responses can be so subtle that they are nearly invisible, finding them can help restore agency. It is also important to recognise that the effects and experience of trauma can lead to skill development and growth.¹³

Modules

The program consists of four modules which operate in sequence. They are intended to offer a flexible framework. We expect facilitators to construct, around the framework, a program based on the needs, capacity and experience of the participants they are working with. Each module addresses a particular stage of the journey through the National Redress Scheme. Each module can be run independently of the others, and each module is repeatable. People interested in making an application to the NRS, or in the process of doing so, can do the module that suits their stage in the journey, and can do the module more than once. This is important in the light of the well-researched effects of childhood or developmental trauma on cognition and concentration.

The modules are presented here with four sessions per module, each session running for between 1 and 1.5 hours. Modules are presented here as they would run if delivered in weekly sessions, but facilitators will tailor the timing of delivery to their participants.

The modules are titled:

- **Window Shopping**
- **Gathering Point**
- **While You Wait**
- **Journey Forward**

Window Shopping is aimed at helping people know more about the National Redress Scheme and decide whether or not it is right for them. This module is informed by the idea of a “contemplation” stage, and that people’s movement through to action (whether that is to make an application, pursue compensation or a civil claim, to postpone action or to take no action) will vary. This module might be delivered in one way to a group of people who feel they need to approach thinking about redress very slowly and carefully, and in another way to a group of people who feel they can move into applying with some confidence, yet would still like more information and the support of being with others with shared experience.

Gathering Point is for people who are putting an application together. Its name recognises the process of gathering old memories, and maybe

paperwork, and the worth of gathering with others who are on the same journey. It highlights bringing participants the services, people and systems that can assist them. It steps through each section of the application form and gives the information and support needed.

Once a person has submitted an application to the NRS in Canberra, they are invited to be part of the next module: **While You Wait**. This module focuses on possible outcomes from the Scheme, the feelings that waiting may generate, and awareness of the shared journey. It looks at preparation for counselling, Direct Personal Response (DPR) and financial readiness. It also recognises and celebrates the strengths and courage participants have mustered to get to this point. As waiting times can (at the time of writing) be long, this module, more than the others, can act more as a welcome to the new stage of the journey and a preparation for it, than as a companion through it. Participants may feel that the worst of the journey is over, and may enjoy a sense of shared experience, but may also be uncertain and uncomfortable with not knowing what the result of their application will be.

The last module, **Journey Forward**, is available to people who have received an offer from the Scheme. It helps them to manage the offer and their response to it, by considering reasons to accept or decline the offer and providing information about reviews. It helps with planning for and managing participation in a DPR and in counselling, and it looks at financial decisions. This module brings the redress journey to an end, and celebrates and/or grieves that ending. It also focuses on the transition into the next part of the journey, towards strengthening and moving forward. It invites participants to join the team’s research into and evaluation of the program for those who come after. This is a key component of further meaning-making and healing.

Detailed information about systems (such as Victims Services and the NRS) is not included in this program although it is referred to. The program is designed to enable continual updating. Participants need the latest information, so facilitators need to stay up-to-date with the NRS website, as they prepare to deliver any of the modules.

Facilitators

Facilitators need to be confident and comfortable with each other (remember, each group session will have two facilitators), as their relationship and communication are a big part of making the group safe and effective for all. They need to be working in a supportive organisational context and in no doubt that their organisation has the capacity to address barriers to participation.

A note on gender: it is usual in groups relating to sexual abuse to have facilitators and participants of all one gender. This needs to be part of the set-up discussion with potential participants.

There are five skillsets essential for this group work:

1. Facilitators need to have group skills, and experience running groups for people who are of varied class, age, gender, sexuality, religious and cultural backgrounds and ability. Facilitators need to know how to recognise difficult content or issues that arise in the group but are not able to be dealt with in the group (and how to support the group at these times).
2. Facilitators need to have extensive experience with people who experienced sexual abuse when they were children or young people, whether the abuse was recent or 70 years ago. Facilitators need to be able to recognise interpersonal and intrapersonal behaviour that may be triggered by trauma, and be able to deliver immediate support: self-regulation resourcing, mental health first aid, maintaining group safety and arranging follow-up. Facilitators need to understand the effects of trauma on capacity to concentrate and learn.
3. Facilitators need to be familiar with the National Redress Scheme, the application process and the support available. They need to be confident in helping people to negotiate the redress process from start to finish and be familiar with other reparation schemes.
4. Facilitators need to be confident with their own self-care.

5. To deliver the program online, facilitators need to have basic internet and computer literacy and a working understanding of video conferencing software such as Microsoft Teams and/or Zoom. See the Steps on the Journey Online Program Guidelines for Facilitators for more information.

While skills in online group delivery are advantageous, at the time of writing not many facilitators will have these skills as well as the skillsets listed above, but this is changing. If the facilitators are not technologically confident, there may need to be someone present who looks after all the technological details. This can pose a problem if participants do not feel safe with a non-participating person present. One way to deal with this is to include the technology facilitator in all initial introductions and then have them present in the background only, contactable through the 'chat' function, for instance, but not included in group discussions. It is important for the technology facilitator and the participants to know that maintaining the confidentiality of group sessions is a legal requirement for anyone working with the group.

We have attempted to make the online program as simple as possible and have developed resources to help those who wish to deliver the program online without a technology facilitator. See the Steps on the Journey Online Program Guidelines for Facilitators for set up, troubleshooting, delivery tips and more.

Steps on the Journey groups are not therapeutic groups, but facilitators are expected to have a political understanding of sexualised violence, homophobia, sexism, ageism, ableism, cultural marginalisation and power, along with awareness of the possibility of coercion of applicants. To "situate personal suffering in its sociopolitical context and resist the individualisation and medicalisation of suffering."¹⁴

Preparation

Once facilitators, module and format (f2f or online) have been decided, facilitators need to:

1. Locate organisational support
2. Identify potential participants – see below
3. Have preliminary conversations with them – see below
4. Decide on video-conferencing software and negotiate meeting times – see below
5. Gather materials, icebreakers and skill-builders and distribute as required to participants – see ‘Resources’ below
6. Talk about how the ‘doing’ and ‘caring’ roles will be fulfilled

It is worth noting that there is a large amount of work that has to be done before the group meets. This is critical to the program’s success. Preliminary conversations with prospective group members are required to attempt to establish that the person experienced sexual abuse in an institutional context, and because of the possibility that re-traumatisation will result from the application process. It is crucial to know whether or not being in a group would be too hard for an individual, and if there are any barriers to online participation. Prompts for these conversations are below.

Resources

Online delivery requires preparation of digital resources into PowerPoint or PDF presentations for each session.

To ensure all participants have easy access to the resources and materials needed throughout the sessions, facilitators should prepare a folder of printed resources and mail the folder to each participant prior to the start of the module. If the participant prefers, and has access to a printer, this can also be emailed.

Folders should include:

- Copies of any visual or activity resources for the module, such as Strength cards or stickers
- Steps on the Journey Online Program Guidelines for Participants
- Up-to-date fact sheets from the National Redress Scheme
- Copies of the Redress Application Form for Modules 1 and 2.
- Flyers for the following module

Some suggested resources have been provided and are referred to in this program, while others will need to be sourced by facilitators. For example, *Somatic Psychotherapy Toolbox* by Manuela Mischke-Reeds (PESI Publishing) includes a number of ways to practise self-regulation skills and some facilitators may find this useful.

Prior to running the program, facilitators will need to decide which resources they would like to use, including any additional materials, and which they would like to present digitally and/or provide to participants. Facilitators should adjust the program to suit their needs and the needs of each group and prepare presentations and resource folders as required.

Online Program Guidelines for Facilitators and Participants

We understand that both facilitators and participants in the program may have limited experience with the use of video conferencing software.

Our comprehensive Online Program Guidelines for Facilitators and Participants aim to answer all the questions group members may have about how to access the online sessions, what to expect and what is expected of them.

The document covers:

- Hosting, inviting and running the online sessions for facilitators
- Accessing meetings for participants
- Functions of the video conferencing software that may come up
- Online learning engagement tips
- Video conferencing etiquette
- Notes on privacy and confidentiality plans

Regardless of the group members’ skills and experience, we recommend providing every facilitator and participant with a copy of these guidelines. Facilitators should check in with participants prior to the first group meeting to make sure they understand the information provided and will be able to access the online session.

Safety

"The safety and security of the group and its members must be the cornerstone of any group [work] with this population."¹⁵ Safety here means 'physical safety' and 'internal, personal, psychological safety and cultural and spiritual safety'.¹⁶ The concept of 'enough safety'¹⁷ is vital. What the content of the program is, what participants are expected to contribute, and how those contributions are responded to are all part of this, but what is most important is the way the group is set up. There are many ways in which organisations and facilitators can cultivate safety.

A group program can offer the safety of predictability: it has clearly defined parameters of time and place, limits on numbers, a collaborative culture that a participant has a hand in creating, and a defined framework of activities. It is the facilitators' responsibility to make sure that the group process is as safe and supportive as possible and this needs to start with careful consideration of who is in a group.

As part of promoting a safe-enough space and honouring people's experience and creativity, we make a commitment that if the group creates something (picture, list, map, tips) it belongs to the group, and the group decides what happens to it.

Each session of the program includes a prompt about predictions: facilitators need to talk about possible reactions to the content with participants. This helps participants name and feel more in control of their responses, and therefore be less overwhelmed by them, which helps build enough safety.¹⁸

Online platform, access and privacy

While online program participants will be attending the sessions virtually, online group facilitators must still take steps to ensure the emotional and physical safety and privacy of group members during sessions.

Share the Steps on the Journey Online Program Guidelines for Participants document with all group members during preliminary conversations.

Do participants have access to a private, uncluttered, calm and safe place where they can log on to the sessions? What would participants like to happen if someone outside of the group appears in the background of the call? Discuss this with individuals prior to the first meeting and make a safety plan.

As a participant may disappear from an online space without explanation (for reasons such as connectivity, loss of power, pressing the wrong button, feeling overwhelmed emotionally, interruption or intrusion), it is especially important to have more than one way to contact participants, including an emergency contact.

Explain to participants that they are welcome to step away from their device at any time if they feel overwhelmed and need to take a break. You can also designate one facilitator as available for private, breakout conversations if the need arises for personalised support away from the group.

If a technical support person is to be present during the online sessions, it is important that participants feel safe and comfortable with the involvement of a non-participating person. Confidentiality is a legal requirement for anyone working with the group.

Participants

Group size is dependent on clients' needs. Where all clients have a history of extensive and complex trauma, a group of four participants is the maximum we recommend. When delivering the program online, we recommend a maximum of eight people in a session, including group facilitators. Four clients and two facilitators is ideal for running the group online.

The facilitators also need to decide if the group is to be based on gender, culture, age or history (such as type of institution). Generally, it is "considered optimal to have separate male and female groups"¹⁹; transgender/intersex participants may also need their own group.

Facilitators will need to work with individuals before inviting them into the program to make sure, as far as is possible, that the abuse they experienced was in an institutional context. This is not always clear to clients, and sometimes more information comes to light further down the track. This possibility must be kept in mind throughout the first two modules of the program.

As there are various kinds of reparation possible, the program works best when participants have decided to go down the NRS path before they start the group work. Of course this decision may change over time and facilitators need to be prepared to support participants if they choose another option.

Consideration also has to be given to the needs of participants who find out during the course of the group program that they are not eligible to apply to the NRS.

Each potential participant needs to have a conversation with a facilitator to gauge whether they are in a good position to be in a group. Considerations will include: anxiety levels, trauma trigger awareness, ease with boundaries and structure, self-care capacity and awareness of others. The first module in particular, where people are considering making an application, may be best delivered in two streams: the first for participants who are in a position to apply with minimum professional support and who want their questions about the redress process answered, and the second for those who are not sure they can apply without harm to their wellbeing.

What participants might need to know about the program from their preliminary conversations with facilitators

- What kind of equipment do I need to access the sessions? What kind of Internet connection? Do I need to download a program or set up an account?
- Size of group
- Confidentiality
- Mode of delivery
- Timetable
- What is expected of participants
- How our safety will be considered if there are current concerns (such as a perpetrator remaining active)
- How will our emotional safety be considered?
- Is interpreting available?
- Does it cost?
- Do we need to do paperwork? Is there help with it?
- Will there be breaks?
- What kind of group is it? Will we be sharing our histories? Is it therapy? Will I know what is going to happen? Do I have to participate in every activity? Do I have to complete the group or can I leave if it feels too distressing?
- What kind of person will be managing or running the group? What is their training and experience?
- Who else will be in the group – age, culture, gender?
- Will I have to make an application for redress?

What facilitators need to know about potential participants from their preliminary conversations with them

- That they could make an application to the NRS
- What they hope to get from the group
- Whether or not they have any worries or concerns about being in a group, and what their previous experience of being in a group has been like
- Do they have a computer or tablet and reliable Internet access?
- Do they need tech support or tutoring?
- Do they have a safe place to login from?
- Availability
- Whether or not they need an interpreter or a scribe
- If they have a supportive person they can talk to between sessions if needed
- Their comfort with reading, writing and using technology
- Whether or not they are comfortable to be in a mixed gender group about redress
- What they would like to happen if someone from outside of the group appears in the background of the call
- Would they like resources printed and sent to their homes or emailed to a supplied email address?

Endnotes

¹ *Final Report Recommendations*. Royal Commission into Institutional Responses to Child Sexual Abuse. 2017 p73

² Isolation of victims is enforced by perpetrators in order to keep their abuse a secret. Secrecy protects perpetrators from facing the societal and legal consequences of their abuse and ensures their continued access to victims.

³ *Childhood sexual abuse and adult loneliness and network orientation*. Gibson R, Hartshorne T, *Child Abuse and Neglect* December 1996. 20(11):1087–93.

⁴ 'Wrapped in Angels' is a resilience and creativity based program. See *Wrapped in Angels* MJ McVeigh *Developing Practice* 11: Summer 2004

⁵ Education Centre Against Violence (ECAV) *Best practice guidelines for group work with adults sexually assaulted as children* ECAV, NSW Health. Undated. p6

⁶ ECAV guidelines p6

⁷ The Women's Cottage *Do No Harm, a duty of care* Discussion paper. manager@thewomenscottage.org.au

⁸ Adult Learning Australia, accessed 15/3/21.

Adults are autonomous and self-directed. Their teachers must actively involve them in the learning process and serve as facilitators rather than fact generators. Teachers must get participants' perspectives on the topics to cover and let them work on projects that reflect their interests. They should also allow participants responsibility for presentations and group leadership and show participants how the class will help them reach their goals.

Adults have accumulated a foundation of life experiences and knowledge. Teachers need to connect learning to that knowledge/experience base by encouraging participants to share relevant experience/knowledge.

Adults are goal-oriented. They appreciate an educational program that is organized and has clearly defined elements. Instructors must show adult learners how the class relates to their goals early in the class.

Adults are relevancy-oriented. Learning has to be applicable to their work or other responsibilities to be of value to them. Instructors must identify objectives before the course begins and relate theories and concepts to a setting familiar to participants.

Adults are practical. They may not be interested in knowledge for knowledge's sake but rather focus on what is most useful to them.

Adults, as with all learners, must be shown respect. Instructors should acknowledge the abundance of experiences and knowledge participants bring to the classroom.

⁹ 'The emotional experience of psychological trauma can have long-term cognitive effects. The hallmark symptoms of PTSD involve alterations to cognitive processes such as memory, attention, planning, and problem solving, underscoring the detrimental impact that negative emotionality has on cognitive functioning.' *Emotion and cognition interactions in PTSD: a review of neurocognitive and neuroimaging studies* October 2012. Hayes, J, VanElsakker, M and Shin L., *Frontiers of integrative Neuroscience* 2012. 6:89.

¹⁰ Ogden P, Minton K, Pain C 2006 *Trauma and the Body* New York:Norton p241 "the risks...are many: further dissociation, retraumatization, reliving of traumatic tendencies, intensification of triggers, and loss of ability to function well in normal life."

¹¹ Prochaska, di Clemente and Norcross 1992 *The transtheoretical model*

¹² Ogden P and Fisher J 2015 *Sensorimotor Psychotherapy* New York:Norton p461

¹³ Levine P 2010 *In an Unspoken Voice* Berkeley:North Atlantic Books p347

¹⁴ *Trauma and resistance: 'hang time' and other innovative responses to oppression, violence and suffering*. Reynolds, V *Journal of Family Therapy* (2020) 0: 1–2

¹⁵ Cosgrove et al. 2008, quoted in ECAV guidelines....

¹⁶ ECAV guidelines p 10.

¹⁷ *Structuring safety in therapeutic work alongside Indigenous survivors of residential schools* Richardson/Kianewesquao, Cathy; Reynolds, Vicki, *The Canadian Journal of Native Studies* 2014. 34: 2; CBCA Complete, pg. 147.

¹⁸ 'Because most emotional flashbacks do not have a visual or memory component to them, the triggered individual rarely realizes that she is re-experiencing a traumatic time from childhood.' Walker, Pete, *Emotional Flashback management in the treatment of complex PTSD*. Psychotherapy.net, September 2009.

¹⁹ ECAV Guidelines...



The Program

Online version of Steps on the Journey





Summary

The following pages outline the suggested content for online delivery of each session of Steps on the Journey. As explained on page 7 of this manual, this program is intended as a flexible framework to allow facilitators to construct and deliver sessions based on the needs, capacity and experiences of the participants they are working with. Particularly in online delivery, where facilitators may be restricted by the technical abilities of participants, it is important to adjust the program to suit each group.

Some administration activities are included in each session and have been summarised here to save space. Please refer to this page wherever these activities are referenced.

Activity title	Activity description	Resources
Preparation	<p>Before the scheduled meeting time, facilitators begin the Zooms/Teams session, catch up with each other and decide who will do what. Facilitators are available to admit participants into the call, answer any questions they have, or assist with any potential technical difficulties logging in.</p> <p>Facilitators ready any visual materials (PowerPoint presentations, PDFs) that they will need to share during the session and test the screen sharing function with each other if required.</p>	Microsoft Teams/Zoom account, meeting ID details, digital copy of visual materials, phone to answer any potential calls from participants, a word processor (such as Microsoft Word or Google Docs) for taking notes.
Welcome: Housekeeping	<p>Check everyone has read the Online Program Guidelines; explain any software functionality they may need to be aware of for the session; make sure everyone is confident enough with the online platform and how to ask for help; let participants know if they will need paper, pens or printed resources; explain that one facilitator will be taking notes from collaborative activities (or anything that you will be returning to throughout the module) and sending these notes to participants after the session.</p> <p>Ensuring participants have read the Online Program Guidelines and are able to use the online platform is particularly crucial in Session 1 of each module. Adjust this step as the module progresses and participants become more comfortable with the technology.</p>	Online Program Guidelines for Facilitators and Participants.
Note taking	For many activities, one facilitator will need to act as a scribe and take notes to either inform future discussion or to be shared with the group.	One facilitator will need Microsoft Word, Google Docs, or Teams/Zoom chat function. This is simplified throughout the program as Microsoft Word/Google Docs but facilitators should use any software that they find easy to use.
Debrief	After ending the Teams/Zoom meeting, facilitators call each other to debrief, discuss any feedback, make plans for next time (for session 4 of each module, make plans for the next time the module is run), and consider if any participant needs a follow-up.	Facilitators' notes
Resource sharing	Facilitators compile shared content from the session – such as notes taken on collaborative work, group agreements, appreciation cards – and email to all group participants.	Email account, typed notes, participant email addresses

Module 1: Window Shopping

Session 1 – Key thinking: Setting the scene and where are individuals at

Time	Activity title	Activity description	Resources
30m prior	Preparation	Before the scheduled meeting time, facilitators begin the Zooms/Teams session. Facilitators ready any required visual materials.	Microsoft Teams/Zoom account, meeting link, digital visual materials, phone, Microsoft Word/Google Docs
15m	Welcome	Welcome Acknowledgement of Country Facilitators introduce themselves and talk about what to expect during the session Housekeeping.	Online Program Guidelines for Facilitators and Participants
3m	Setting the scene	Talk about the four modules and how they accompany the application process What this module is about Who this module is for What this group is about	Resource 2 open and ready for screen sharing
3m	Predictions and emotional skills	Predictions of possible reactions to content of this group. Simple introduction of triggers and self-regulation strategies	Info on possible reactions and self-regulation strategies
10m	Icebreaker	Facilitators participate, participants are invited to participate	Resource 1
15m	Group agreement and safety	What we all need to keep us safe during the group Talk about choices around confidentiality, phones, photos, behaviours, talking and listening Facilitators to add any areas missed by participants Refer to Online Program Guidelines for notes on privacy and confidentiality	Online Program Guidelines for Facilitators and Participants Microsoft Word/Google Docs
20m	Where I am at	Use the Resource 3 worksheet to ask “Where are you at in relation to redress?” Participants may choose to draw on the printed copy of Resource 3 supplied to them and hold the paper up in front of the camera to share their answers.	Resource 3 open and ready for screen sharing. Alternatively, facilitators can hold a printed copy of Resource 3 up to the camera and ask participants to refer to the page in their resource folder.
20m	What questions? What goals?	What questions, hopes or fears are present here? What are your goals for this group? Ask for participants’ contributions verbally or using the chat function Talk about common ground and notice individual standpoints You may choose to run this activity using Breakout Rooms (see Online Program Guidelines for Facilitators for more information)	Microsoft Word/Google Docs
10m	Applying emotional skills	Invite discussion of self-regulation skills known to participants and facilitators, list them and briefly practise one (preferably one suggested by participants)	Microsoft Word/Google Docs Self-regulation skills
5m	Feedback and farewell	Wrap up with an invitation to say how this session has been and what would make it work better	Facilitators’ notes
30m	Debrief	After ending the Teams/Zoom meeting, facilitators call each other to debrief.	Facilitators’ notes
2m	Resource sharing	Compile initial emotional skills resource list and group agreement and email to participants.	Notes, email addresses

Module 1: Window Shopping

Session 2 – Key thinking: Mapping the NRS journey

Time	Activity title	Activity description	Resources
30m prior	Preparation	Before the scheduled meeting time, facilitators begin the Zooms/Teams session. Facilitators ready any required visual materials.	Microsoft Teams/Zoom account, meeting link, digital visual materials, phone, Microsoft Word/Google Docs
5m	Welcome	Welcome everyone Acknowledgement of Country Facilitators talk about what to expect during the session Housekeeping.	
10m	Icebreaker	Facilitators participate, participants are invited to participate	Resource 1
10m	Check in and review	Invitation to share anything about last session that has arisen since You may choose to run this activity using Breakout Rooms	
2m	Predictions	Predictions of possible reactions to content of this group	Info on possible reactions
15m	Map of the NRS journey – outline	One facilitator will share their screen with an open Word or Google Docs file and act as a scribe Put “Start” at one end and “Finish” at the other Ask participants what they know about the NRS process You may choose to run this activity using Microsoft Team or Zoom Whiteboards so participants can collaborate and add their thoughts using sticky notes, words, symbols or drawings. See the Online Guidelines for Facilitators for more information.	Microsoft Word, Google Docs, Chat function or Whiteboards tool
25m	Map of NRS journey – fill in the gaps	Use discussion, refer to NRS website, NRS guides, flyers from support services, Knowmore, and DPR video to complete a visual map of the NRS process Refer to the Stages tool (Resource 5) to break it down into 5 stages Save map to email to participants	Resources 4 and 5 Flyers from Knowmore, NRS, other RSS
10m	Identifying your strengths	Ask participants to find the Strength cards/stickers in their resources folder and ask them to identify which of their strengths they will need on the journey. You may like to include an envelope in the resources folder to represent a travel bag and ask participants to pack their bag with the strengths they will need on the journey.	Refer participants to Strength cards/stickers in resources folder
10m	Applying emotional skills	Practise one self-regulation skill (preferably one suggested by participants)	Self-regulation skills
5m	Feedback and farewell	Wrap up with an invitation to say how this session has been, and what would make it work better Ask: “Is the balance between information and support right for your needs?”	Facilitators’ notes
30m	Debrief	After ending the Teams/Zoom meeting, facilitators call each other to debrief.	Facilitators’ notes
2m	Resource sharing	Email map of NRS to participants.	Notes, email addresses

Module 1: Window Shopping

Session 3 – Key thinking: Any other information, and how we each go about it

Time	Activity title	Activity description	Resources
20m prior	Preparation	Before the scheduled meeting time, facilitators begin the Zooms/Teams session. Facilitators ready any required visual materials.	Microsoft Teams/Zoom account, meeting link, digital visual materials, phone, Microsoft Word/Google Docs
5m	Welcome	Welcome everyone Acknowledgement of Country Facilitators talk about what to expect during the session Housekeeping.	
10m	Icebreaker	Facilitators participate, participants are invited to participate	Resource 1
15m	Review	How is this group going for you? Invite responses verbally, in words or drawings on paper and held up to the camera, written in the chat function, singing, dancing, acting...	
15m	Add to the map	Anything else to add to the map, any barriers that have become clear, any feelings that have come up, any comments from others in your life, more questions?	Map document from previous session open and ready for screen sharing
2m	Predictions	Predictions of possible reactions to content of this group	Info on possible reactions
10m	Who is with you at the start?	Discuss what other people think Is there anyone you are worried about disappointing? You may choose to run this activity using Breakout Rooms	
10m	Applying emotional skills	Practise one self-regulation skill (preferably one suggested by participants)	Self-regulation skills
20m	What's your style?	Ask participants to think about their way of dealing with difficult tasks Use picture cards or miniatures of animals and birds to prompt ideas (e.g. "are you a diver, a chunker, a nibbler, etc."). These can be shown using Share Screen or simply held up to the camera. List strategies to share	Animal and bird pictures or miniatures Microsoft Word, Google Docs, Chat function or Whiteboards tool for taking notes.
5m	Feedback and farewell	Wrap up with an invitation to say how this session has been and what would make it work better	Facilitators' notes
30m	Debrief	After ending the Teams/Zoom meeting, facilitators call each other to debrief.	Facilitators' notes
2m	Resource sharing	Compile notes (list of strategies) and email to participants.	Notes, email addresses

Module 1: Window Shopping

Session 4 – Key thinking: Where are participants at?

Time	Activity title	Activity description	Resources
30m prior	Preparation	Before the scheduled meeting time, facilitators begin the Zooms/Teams session. Facilitators ready any required visual materials.	Microsoft Teams/Zoom account, meeting link, digital visual materials, phone, Microsoft Word/Google Docs
5m	Welcome	Welcome everyone Acknowledgement of Country Facilitators talk about what to expect during the session Housekeeping.	
10m	Icebreaker	Facilitators participate, participants are invited to participate	Resource 1
10m	Review	Invitation to share anything about last week You may choose to run this activity using Breakout Rooms	
2m	Predictions	Predictions of possible reactions to content of this group	Info on possible reactions
20m	Where are you at now?	Use the space or resource sheet to explore and review participant goals	Clean copies of Resource 3
10m	Who or what has your back?	Who or what gives you strength to do the journey? Who do you want with you on the journey? Ask participants to list, draw or create art of these people, pets or symbols. These can be added to their "travel bag" with the Strength cards from Session 2.	Participants may need art materials, such as pictures for collaging, or you may wish to use the Teams/Zoom Whiteboards tool
15m	Journey from here	How do you imagine the journey will go from here? What barriers and stepping stones do you imagine? What is the next step from here? Include invitation to repeat this module or do the next	Flyer for next module
5m	Applying emotional skills	Practise one self-regulation skill (preferably one suggested by participants)	Self-regulation skills
5m	Appreciations	Encourage participants to share verbal appreciations with each other. While one facilitator takes notes for individual virtual cards to be sent to each participant. You may choose to use the Whiteboards function on Zoom/Microsoft Teams.	Microsoft Word/ Google Docs
5m	Feedback and farewell	Wrap up with an invitation to say how Window Shopping has been and any suggestions for improvement. Let participants know you will be calling them after the group for feedback	Facilitators' notes
30m	Debrief	After ending the Teams/Zoom meeting, facilitators call each other to debrief. Participants should be contacted individually for feedback and to ask if they are happy for their contact details to be shared with other group members.	Facilitators' notes
10m	Resource sharing	Facilitators email flyer/information for the next module (and appreciation cards, if relevant) to all group participants.	Email account, flyer for next module, appreciation cards, participant email addresses.

Module 2: Gathering Point

Session 1 – Key thinking: Individual approaches and responses to the form

Time	Activity title	Activity description	Resources
30m prior	Preparation	Before the scheduled meeting time, facilitators begin the Zooms/Teams session. Facilitators ready any required visual materials.	Microsoft Teams/Zoom account, meeting link, digital visual materials, phone, Microsoft Word/Google Docs
15m	Welcome	Welcome Acknowledgement of Country Facilitators introduce themselves and talk about what to expect during the session Housekeeping.	Online Program Guidelines for Facilitators and Participants
3m	Setting the scene	Talk about the four modules and how they accompany the application process What this module is about Who this module is for What this group is about	Resource 2 open and reading for screen sharing
10m	Icebreaker	Facilitators participate, participants are invited to participate	Icebreaker
15m	Group agreement and safety	What we all need to keep us safe during the group Talk about choices around confidentiality, phones, photos, behaviours, talking and listening Facilitators to add any areas missed by participants Refer to Online Program Guidelines for notes on privacy and confidentiality	Online Program Guidelines for Facilitators and Participants Microsoft Word/Google Docs
2m	Predictions	Predictions of possible reactions to content of this group Emphasise that everyone has different responses	Info on possible reactions, including from previous groups
15m	Triggers and self-regulation	Safe introduction regarding triggers, self-regulation and self-care and brief practice Take notes on participants' preferred self-regulation strategies to distribute in session two	Microsoft Word/Google Docs
10m	Where I am at	Use the Resource 3 worksheet to ask "Where are you at in relation to redress?" Participants may choose to draw on the printed copy of Resource 3 supplied to them and hold the paper up in front of the camera to share their answers.	Resource 3 open and ready for screen sharing. Alternatively, facilitators can hold a printed copy of Resource 3 up to the camera and ask participants to refer to the page in their resource folder.
25m	Form	Refer participants to copies of the NRS application form in their supplied resources folder. Ask participants to do what they can with it, emphasising that there is no hurry – look, touch, open, read. It may help to include putting it away, hiding it, tearing it up, defacing it. Ask for questions about the form	Show a copy of the NRS application form by sharing your screen or simply refer participants to their supplied resources folder.
10m	Responses and ideas	Sharing responses and ideas for approaching the form Collect ideas from participants, including options for individual support	Microsoft Word/Google Docs
10m	Applying emotional skills	Practise one self-regulation skill (preferably one suggested by participants)	Self-regulation skills
5m	Feedback and farewell	Wrap up with an invitation to say how this session has been and any suggestions for improvement	Facilitators' notes
30m	Debrief	After ending the Teams/Zoom meeting, facilitators call each other to debrief.	Facilitators' notes
2m	Resource sharing	Compile notes (ideas for approaching the form) and email to participants.	Notes, email addresses

Module 2: Gathering Point

Session 2 – Key thinking: Is everyone able to start the form?

Time	Activity title	Activity description	Resources
30m prior	Preparation	Before the scheduled meeting time, facilitators begin the Zooms/Teams session. Facilitators ready any required visual materials.	Microsoft Teams/Zoom account, meeting link, digital visual materials, phone, Microsoft Word/Google Docs
5m	Welcome	Welcome Acknowledgement of Country Facilitators talk about what to expect during the session Housekeeping.	
10m	Icebreaker	Facilitators participate, participants are invited to participate	Resource 1
10m	Review	Invitation to share anything about last session	
15m	What's your style? (if new group)	Ask participants to think about their way of dealing with difficult tasks Use picture cards or miniatures of animals and birds to prompt ideas (e.g. "are you a diver, a chunker, a nibbler, etc."). These can be shown using Share Screen or simply held up to the camera. List strategies to share You may choose to run this activity using Breakout Rooms	Animal and bird pictures or miniatures Microsoft Word/Google Docs
2m	Predictions	Predictions of possible reactions to content of this group	Info on possible reactions
20m	Section 1	Refer participants to the NRS application form in their resources folder and read through section 1 Depending on group, participants might fill it in	NRS application form Participants will require copies of the form and pens
15m	Impact and responses	Discuss responses to section 1	
10m	Identifying your strengths	Ask participants to find the Strength cards/stickers in their resources folder and ask them to identify which of their strengths they will need on the journey. You may like to include an envelope in the resources folder to represent a travel bag and ask participants to pack their bag with the strengths they will need on the journey.	Refer participants to Strength cards/stickers in resources folder
15m	Sections 2 and 3	Read through sections 2 and 3 to get an overview Discuss what participants want to fill in during their own time and what they want to do in the group Normalise responses Explain level of "proof" needed Normalise chaotic memory, discuss memory	NRS application form
4m	Jigsaw	Refer to Resource 6 in the supplied folder as a way to think about what is necessary for the application Explain that the next session we will look at it more	Resource 6 open and ready for screen sharing
5m	Applying emotional skills	Practise one self-regulation skill (preferably one suggested by participants)	Self-regulation skills
5m	Feedback and farewell	Wrap up with an invitation to say how this session has been and any suggestions for improvement Ask if the balance of support and information is working	Facilitators' notes
30m	Debrief	After ending the Teams/Zoom meeting, facilitators call each other to debrief.	Facilitators' notes
2m	Resource sharing	Compile notes (information about memory) and email to participants.	Notes, email addresses

Module 2: Gathering Point

Session 3 – Key thinking: What is needed to be able to fill in sections 2 and 3

Time	Activity title	Activity description	Resources
30m prior	Perparation	Before the scheduled meeting time, facilitators begin the Zooms/Teams session. Facilitators ready any required visual materials.	Microsoft Teams/Zoom account, meeting link, digital visual materials, phone, Microsoft Word/Google Docs
5m	Welcome	Welcome Acknowledgement of Country Facilitators talk about what to expect during the session Housekeeping.	
10m	Icebreaker	Facilitators participate, participants are invited to participate	Resource 1
10m	Review	How is this group going for you? Invite responses verbally, in words or drawings on paper and held up to the camera, written in the chat function, singing, dancing, acting... You may choose to run this activity using Breakout Rooms	Paper, pens, markers, textas
2m	Predictions	Predictions of possible reactions to content of this group	Info on possible reactions
20m	Section 2	Looking in detail at section 2 of the form, discuss what is really needed to fill in this part of the form Talk about memory and trauma Talk about external sources of information about the past	Refer participants to the NRS application form and Resource 6 in their resources folder
20m	Section 3	Looking in detail at section 3 of the form, discuss the checklist option and the written details option Refer to Resource 7 and collect ideas	Resource 7 open and ready for screen sharing. Microsoft Word/ Google Docs
10m	Applying emotional skills	Practice one self-regulation skill (preferably one suggested by participants)	Self-regulation skills
5m	Feedback and farewell	Wrap up with an invitation to say how this session has been and any suggestions for improvement	Facilitators' notes
30m	Debrief	After ending the Teams/Zoom meeting, facilitators call each other to debrief.	Facilitators' notes
2m	Resource sharing	Compile notes (ideas from Resource 7) and email to participants.	Notes, email addresses

Module 2: Gathering Point

Session 4 – Key thinking: Can everyone move forward?

Time	Activity title	Activity description	Resources
30m prior	Preparation	Before the scheduled meeting time, facilitators begin the Zooms/Teams session. Facilitators ready any required visual materials.	Microsoft Teams/Zoom account, meeting link, digital visual materials, phone, Microsoft Word/Google Docs
5m	Welcome	Welcome Acknowledgement of Country Facilitators talk about what to expect during the day Housekeeping.	
10m	Icebreaker	Facilitators participate, participants are invited to participate	Resource 1
2m	Predictions	Predictions of possible reactions to content of this group.	Info on possible reactions
20m	Next steps	What is the next step for you? Include invitation to repeat this or do next module of Steps on the Journey What help and support do you want to be able to go on with the journey?	Refer participants to flyer for next module in supplied resources folder
15m	Stepping stones	Assist each participant to make a plan for how to go on with the application	
15m	Preparing for stumbling blocks	Preparing for possible challenges moving forward: more memories, difficult feelings and emotional flashbacks You may choose to run this activity using Breakout Rooms	
10m	Applying emotional skills	Practice one self-regulation skill (preferably one suggested by participants)	Self-regulation skills
10m	Where I am at	Use the Resource 8 worksheet to ask “Where are you at in relation to redress?” Participants may choose to draw on the printed copy of Resource 8 supplied to them and hold the paper up in front of the camera to share their answers.	Resource 8 open and ready for screen sharing. Alternatively, facilitators can hold a printed copy of Resource 8 up to the camera and ask participants to refer to the page in their resource folder.
10m	Appreciations	Encourage participants to share verbal appreciations with each other. While one facilitator takes notes for individual virtual cards to be sent to each participant. You may choose to use the Whiteboards function on Zoom/Microsoft Teams.	Microsoft Word/Google Docs
10m	Feedback and farewell	Wrap up with an invitation to say how Gathering Point has been and any suggestions for improvement. Let participants know you will be calling them after the group for feedback.	
30m	Debrief	After ending the Teams/Zoom meeting, facilitators call each other to debrief. Participants should be contacted individually for feedback and to ask if they are happy for their contact details to be shared with other group members.	Facilitators' notes
2m	Resource sharing	Facilitators email flyer/information for the next module (and appreciation cards, if relevant) to all group participants.	Email account, flyer for next module, appreciation cards, participant email addresses

Module 3: While You Wait

Session 1 – Key thinking: Ways of waiting and support needs

Time	Activity title	Activity description	Resources
30m prior	Preparation	Before the scheduled meeting time, facilitators begin the Zooms/Teams session. Facilitators ready any required visual materials.	Microsoft Teams/Zoom account, meeting link, digital visual materials, phone, Microsoft Word/Google Docs
10m	Welcome	Welcome Acknowledgement of Country Facilitators introduce themselves and talk about what to expect during the session Housekeeping.	Online Program Guidelines for Facilitators and Participants
2m	Setting the Scene	Talk about the four modules and how they accompany the application process What this module is about Who this module is for What this group is about	
10m	Icebreaker	Facilitators participate, participants are invited to participate	Resource 1
10m	Group agreement and safety	What we all need to keep us safe during the group Talk about choices around confidentiality, phones, photos, behaviours, talking and listening Facilitators to add any areas missed by participants Refer to Online Program Guidelines for notes on privacy and confidentiality	Online Program Guidelines for Facilitators and Participants Microsoft Word/Google Docs
2m	Predictions	Predictions of possible reactions to content of this group	Info on possible reactions, including input from previous groups
5m	Congratulations	Refer participants to their supplied resources folder for a card signed by relevant workers, congratulating them for submitting an application and with "it took..." written inside	Resource 9
20m	What did it take?	Refer participants to Strengths list, cards or stickers in their resources folder and ask them to add what strengths it took to submit the application to the card. Alternatively, share your screen with the strengths displayed for participants to refer to as they write in their cards.	Strengths list open and ready for screen sharing and/or in participants' resource folders
15m	Waiting for the train	Refer participants to resource 10 in the supplied resources folder. Ask participants to imagine themselves waiting for a long time for a train and, on the drawing, circle the person who waits the most like them (add "maybe the wrong train will come" if appropriate for this group)	Resource 10 open and ready for screen sharing
15m	About waiting	Talk about ways of waiting, what helps and what doesn't Record helpful ideas including intra and interpersonal supports You may choose to run this activity using Breakout Rooms	Microsoft Word/Google Docs
5m	Applying emotional skills	Practice one self-regulation skill (preferably one suggested by participants)	Self-regulation skills
5m	Feedback and farewell	Wrap up with an invitation to say how this session has been and any suggestions for improvement, including how this group could provide support	Facilitators' notes
30m	Debrief	After ending the Teams/Zoom meeting, facilitators call each other to debrief.	Facilitators' notes
2m	Resource sharing	Compile notes (ideas about waiting) and email to participants.	Notes, email addresses

Module 3: While You Wait

Session 2 – Key thinking: Prepared for any outcome?

Time	Activity title	Activity description	Resources
30m prior	Preparation	Before the scheduled meeting time, facilitators begin the Zooms/Teams session. Facilitators ready any required visual materials.	Microsoft Teams/Zoom account, meeting link, digital visual materials, phone, Microsoft Word/Google Docs
5m	Welcome	Welcome Acknowledgement of Country Facilitators talk about what to expect during the session Housekeeping.	
10m	Icebreaker	Facilitators participate, participants are invited to participate	Resource 1
10m	Review	Invitation to share anything about last week, current questions	
2m	Predictions	Predictions of possible reactions to content of this group	Info on possible reactions
20m	And when you get the response?	Ask participants to notice what they are hoping for and also what they are fearing about when they hear back from the NRS	
15m	Delight, disappointment	Ask: "What do I know about myself that lets me know that I will survive disappointment?" List ideas to share You may choose to run this activity using Breakout Rooms	Microsoft Word/ Google Docs
10m	Applying emotional skills	Practice one self-regulation skill (preferably one suggested by participants)	
20m	The offer	Information about financial planning, DPR and counselling	Information sheets Refer participants to the supplied resources folder
5m	Feedback and farewell	Wrap up with an invitation to say how this session has been and any suggestions for improvement	Facilitators' notes
30m	Debrief	After ending the Teams/Zoom meeting, facilitators call each other to debrief.	Facilitators' notes
2m	Resource sharing	Compile notes (ideas for dealing with disappointment) and email to participants.	Notes, email addresses

Module 3: While You Wait

Session 3 – Key thinking: Does everyone have the information they need?

Time	Activity title	Activity description	Resources
30m prior	Preparation	Before the scheduled meeting time, facilitators begin the Zooms/Teams session. Facilitators ready any required visual materials.	Microsoft Teams/Zoom account, meeting link, digital visual materials, phone, Microsoft Word/Google Docs
5m	Welcome	Welcome Acknowledgement of Country Facilitators talk about what to expect during the session Housekeeping.	
10m	Icebreaker	Facilitators participate, participants are invited to participate	Resource 1
15m	Review and questions	Invitation to share anything about last week and any questions about financial readiness, DPR or counselling	
2m	Predictions	Predictions of possible reactions to content of this group	Info on possible reactions
10m	Who is around you?	Discuss responses and expectations from family and friends – who will celebrate or commiserate?	
15m	Fair and unfair	Explore experiences and ideas about justice and fairness “Resistance to unfairness was always present” Refer participants to Resource 11 in their supplied folder and use the worksheet to explore and discuss protest and refusal as a response to trauma	Resource 11 open and ready for screen sharing
15m	Applying emotional skills	Discuss self-regulation skills work Record barriers faced and strategies to overcome these Practice one skill (preferably one suggested by participants)	Self-regulation skills Microsoft Word/ Google Docs
20m	A full life	Share favourite hobbies/activities, give each person a chance to say what they like about their pastimes You may choose to run this activity using Breakout Rooms	
5m	Feedback and farewell	Wrap up with an invitation to say how this session has been and any suggestions for improvement	Facilitators’ notes
30m	Debrief	After ending the Teams/Zoom meeting, facilitators call each other to debrief.	Facilitators’ notes
2m	Resource sharing	Facilitators compile shared content from the session and email to all group participants.	Notes, email addresses

Module 3: While You Wait

Session 4 – Key thinking: Prepared to wait?

Time	Activity title	Activity description	Resources
30m prior	Preparation	Before the scheduled meeting time, facilitators begin the Zooms/Teams session. Facilitators ready any required visual materials.	Microsoft Teams/Zoom account, meeting link, digital visual materials, phone, Microsoft Word/Google Docs
5m	Welcome	Welcome Acknowledgement of Country Facilitators talk about what to expect during the session Housekeeping.	Plan for the day written out and visible
10m	Icebreaker	Facilitators participate, participants are invited to participate	Resource 1
15m	Review	Invitation to share anything about last week, any questions or comments about the offers	
2m	Predictions	Predictions of possible reactions to content of this group	Info on possible reactions
15m	Next step	What is the next step for you? Make a plan with each participant about financial readiness, include invitation to repeat this or do next module	Flyers for next module
10m	Weeks or months	Review what it's like to wait: not knowing what is coming, living with what is, support, who is around you, managing anxiety, a full life You may choose to run this activity using Breakout Rooms	
15m	Applying emotional skills	Practice one self-regulation skill (preferably one suggested by participants)	Self-regulation skills
10m	Appreciations	Encourage participants to share verbal appreciations with each other. While one facilitator takes notes for individual virtual cards to be sent to each participant. You may choose to use the Whiteboards function on Zoom/Microsoft Teams.	Microsoft Word/Google Docs
5m	Feedback	Wrap up with an invitation to say how While You Wait has been and any suggestions for improvement. Let participants know you will be calling them after the group for feedback.	Facilitators' notes
30m	Debrief	After ending the Teams/Zoom meeting, facilitators call each other to debrief. Participants should be contacted individually for feedback and to ask if they are happy for their contact details to be shared with other group members.	Facilitators' notes
2m	Resource sharing	Facilitators email flyer/information for the next module (and appreciation cards, if relevant) to all group participants.	Email account, flyer for next module, appreciation cards, participant email addresses

Module 4: Journey Forward

Session 1 – Key thinking: What’s going to be useful here? Is information clear to everyone?

Time	Activity title	Activity description	Resources
20m prior	Preparation	Before the scheduled meeting time, facilitators begin the Zooms/Teams session. Facilitators ready any required visual materials.	Microsoft Teams/Zoom account, meeting link, digital visual materials, phone, Microsoft Word/Google Docs
10m	Welcome	Welcome Acknowledgement of Country Facilitators introduce themselves and talk about what to expect during the session Housekeeping.	Online Program Guidelines for Facilitators and Participants
2m	Setting the scene	Talk about the four modules and how they accompany the application process What this module is about Who this module is for What this group is about	
10m	Icebreaker	Facilitators participate, participants are invited to participate	Resource 1
10m	Group agreement and safety	What we all need to keep us safe during the group Talk about choices around confidentiality, phones, photos, behaviours, talking and listening Facilitators to add any areas missed by participants Refer to Online Program Guidelines for notes on privacy and confidentiality	Online Program Guidelines for Facilitators and Participants Microsoft Word/Google Docs
5m	Offers and responses	Discuss the different offers that are possible, the different ways to respond to offers	Information from NRS and Knowmore
10m	Reviewing offers	Ask: "What was good, bad, expected or unexpected about getting a Letter of Offer?" You may choose to run this activity using Breakout Rooms	
15m	Who's there?	Explore ways of identifying and managing pressures from others around a redress offer Explore noticing support Suggest drawing a circle with self in centre and add words/symbols around the circle to represent influences on thinking about money	Microsoft Word/Google Docs Participants may need paper and pens.
15m	Applying emotional skills	Practice one self-regulation skill (preferably one suggested by participants)	Self-regulation skills
4m	Money care	Talk about financial offers and what it is best to have organised before accepting the offer; give examples	NRS and Knowmore financial advice
10m	Money as support	Ask "how will this money be a support to you, how will it help with healing from the past?" Depending on the group, answers may be brainstormed, written privately, discussed in pairs etc You may choose to run this activity using Breakout Rooms	Depending on the group, paper and pens or digital note taking
10m	Next steps	Discuss what everyone knows about how to take the next steps, what the process is for taking up an offer or not, how to get counselling or a DPR, what financial advice to get	Information from NRS and Knowmore
5m	Feedback and farewell	Wrap up with an invitation to say how this session has been and any suggestions for improvement	Facilitators' notes
30m	Debrief	After ending the Teams/Zoom meeting, facilitators call each other to debrief.	Facilitators' notes
2m	Resource sharing	Facilitators compile shared content from the session and email to all group participants.	Notes, email addresses

Module 4: Journey Forward

Session 2 – Key thinking: Ready for DPR?

Time	Activity title	Activity description	Resources
20m prior	Preparation	Before the scheduled meeting time, facilitators begin the Zooms/Teams session. Facilitators ready any required visual materials.	Microsoft Teams/Zoom account, meeting link, digital visual materials, phone, Microsoft Word/Google Docs
5m	Welcome	Welcome Acknowledgement of Country Facilitators talk about what to expect during the session Housekeeping.	
10m	Icebreaker	Facilitators participate, participants are invited to participate	Resource 1
10m	Review	Opportunity to share anything about last week and any questions	
10m	DPR	Ask for ideas and questions about DPR and fill in gaps in knowledge	DPR information sheets and video open and ready for screen sharing
20m	Choosing a DPR	Ask participants to hold up different coloured objects (or cards supplied in the resource folders), green to say "Doing a DPR for sure", red to say "No DPR for me" and orange or yellow for not sure. Ask for ideas about what would make a person choose to do or not to do a DPR	Coloured objects or cards
20m	My DPR	If appropriate, refer participants to Resource 12 in the supplied resources folder and invite brainstorming of "the perfect DPR for me" You may choose to run this activity using Breakout Rooms	Resource 12
10m	Applying emotional skills	Practice one self-regulation skill (preferably one suggested by participants)	Self-regulation skills
10m	Counsellors past	Ask participants about their past experiences of counselling – what did and didn't work, what you did and didn't like about it	Microsoft Word/Google Docs
5m	Feedback and farewell	Wrap up with an invitation to say how this session has been and any suggestions for improvement	Facilitators' notes
30m	Debrief	After ending the Teams/Zoom meeting, facilitators call each other to debrief.	Facilitators' notes
2m	Resource sharing	Facilitators compile shared content from the session and email to all group participants.	Notes, email addresses

Module 4: Journey Forward

Session 3 – Key thinking: Ready for counselling?

Time	Activity title	Activity description	Resources
30m prior	Preparation	Before the scheduled meeting time, facilitators begin the Zooms/Teams session. Facilitators ready any required visual materials.	Microsoft Teams/Zoom account, meeting link, digital visual materials, phone, Microsoft Word/Google Docs
10m	Welcome	Welcome Acknowledgement of Country Facilitators talk about what to expect during the session Housekeeping.	
10m	Icebreaker	Facilitators participate, participants are invited to participate	Resource 1
10m	Review	How is this group going for you? Invite verbally, in words or drawings on paper and held up to the camera, written in the chat function, singing, dancing, acting... Talk about group ending	
15m	Getting ready for counselling	What do you want from future counselling? In pairs, take turns to ask the question: "If you were with someone you felt really comfortable with, what would you talk about?" Each person takes notes/remembers for their partner You may choose to run this activity using Breakout Rooms	
15m	Finding a counsellor	Explore any experiences of coming into contact with a counsellor, whether chosen or not, and ask for ideas about good ways to find a counsellor for yourself. Refer participants to Resource 13 in their supplied resources folder.	Resource 13
10m	Assessing a counsellor	What questions do you have for prospective counsellors? How will you know if a counsellor is right for you? Discuss and list	Microsoft Word/Google Docs
10m	Applying emotional skills	Practice one self-regulation skill, preferably one suggested by participants	Self-regulation skills
10m	Interviewing counsellor	Practice asking a counsellor your questions – in pairs, or using facilitators to role-play counsellors You may choose to run this activity using Breakout Rooms	Question list
5m	Feedback and farewell	Wrap up with an invitation to say how this session has been and any suggestions for improvement	Facilitators' notes
30m	Debrief	After ending the Teams/Zoom meeting, facilitators call each other to debrief.	Facilitators' notes
5m	Resource sharing	Compile notes (questions list) and email to participants.	Notes, email addresses

Module 4: Journey Forward

Session 4 – Key thinging: Has everyone got a plan for moving on?

Time	Activity title	Activity description	Resources
30m prior	Preparation	Before the scheduled meeting time, facilitators begin the Zooms/Teams session. Facilitators ready any required visual materials.	Microsoft Teams/Zoom account, meeting link, digital visual materials, phone, Microsoft Word/Google Docs
5m	Welcome	Welcome Acknowledgement of Country Facilitators talk about what to expect during the session Housekeeping.	
10m	Icebreaker	Facilitators participate, participants are invited to participate	Resource 1
15m	Review	An opportunity to share anything from the last session or since	
20m	What's the process?	A review of preparedness for DPR, counselling and of financial planning	Information sheets, videos open and ready for screen sharing
20m	Next steps	What are the next steps for you?	Microsoft Word/ Google Docs Participants may need paper and pens.
10m	Moving forward	Enquire what strength participants have used, or learned they have, through the redress journey that will be useful as they move on	Strengths cards
15m	Following in your footsteps	Ask participants what they would say to someone who was just starting this journey, what support would they like them to have? You may choose to run this activity using Breakout Rooms	Participants may need paper and pens
20m	Celebration/ appreciations	Encourage participants to share verbal appreciations with each other. While one facilitator takes notes for individual virtual cards to be sent to each participant. You may choose to use the Whiteboards function on Zoom/Microsoft Teams.	Microsoft Word/ Google Docs You may choose to copy appreciations, including from facilitators, to a Journey Forward card (Resource 14) for each participant.
5m	Feedback and farewell	Wrap up with an invitation to say how Journey Forward has been and any suggestions for improvement. Let participants know you will be calling them after the group for feedback.	Facilitators' notes
30m	Debrief	After ending the Teams/Zoom call, facilitators call each other to debrief. Participants should be contacted individually for feedback and to ask if they are happy for their contact details to be shared with other group members.	Facilitators' notes
2m	Resource sharing	One facilitator compiles shared content from the session (and appreciation cards, if relevant) and emails to all group participants.	Notes, email addresses



Steps on the Journey

Resources





Included Resources

The following supplied resources – both in this manual and in separate documents – have been suggested throughout the program. Facilitators will need to decide which resources they would like to use, including any additional materials, and which they would like to present digitally and/or provide to participants. Facilitators should adjust the program to suit their needs and the needs of each group and prepare presentations and resource folders as required.

Resource #	Resource Name	Module/Session	Suggested Use	Location
1	Ideas for icebreakers	All	Facilitator only	Pg 34
2	Steps on the Journey program outline	1.1 2.1	Facilitator only, share screen	PDF
3	Where am I in relation to NRS?	1.1, 1.4 2.1, 2.4	Supply to participants	PDF
4	NRS is one option	1.2	Supply to participants	PDF
5	The Women's Cottage: What do the stages of the National Redress journey look like?	1.2	Facilitator only	Pg 35
6	Memory jigsaw puzzle	2.2, 2.3	Supply to participants	PDF
7	Effects and responses	2.3	Supply to participants	PDF
8	Where I am now, having started	2.4	Supply to participants	PDF
9	Congratulations, you did it (card template)	3.1	Supply to participants	PDF
10	Waiting for a train	3.1	Facilitator only, share screen	PDF
11	Protest, refuse, resist	3.3	Supply to participants	PDF
12	DPR: How I'd like it to be	4.2	Supply to participants	PDF
13	Counsellors: Finding one that suits you	4.3	Supply to participants	PDF
14	Journey Forward (card template)	4.4	Facilitator only	PDF



Ideas for simple icebreakers

1. My name is Zoe and I like... (zoos), my name is Pat and I like... (peaches)
2. If I wrote a book/song it'd be about...
3. What I had for breakfast was...
4. On the way here I saw...
5. My favourite pizza topping is...
6. My name is Steve and I... (sleep), my name is Wayne and I... (whistle)
7. My favourite cartoon character is...
8. I came here on (two feet, two wheels, two feet and a stick, three wheels, two feet and two sticks, four wheels, six wheels, etc.)
9. My favourite make of car is...
10. Plants/flowers/animals I like are...
11. Add your own favourites and those suggested by participants

The Women's Cottage National Redress Support Service

What do the stages of the National Redress journey look like - and what support can we offer?



National Redress Scheme
For people who have experienced institutional child sexual abuse

We support you at your own pace and we are guided by your own choices. You can speed up or slow down whenever you want without losing access to support.

Window Shopping	Gathering Information	Writing Your Application	Waiting for Response	Getting Answer and Journey Forward
<p>What is Redress? Is it for me? Do I want to move forward now or later?</p> <p>At this stage we answer your questions about Redress and explore if you are eligible to apply. We support you to decide if you want to apply and talk about what that journey may look like. At this stage we only need basic information. You do not need to provide in-depth information about what happened to you until later in the process when it comes time to do your application. This is also a good time to explore personal support networks and options and your choices about who to share this with.</p>	<p>What information and professional advice do I need for my application? How will this happen?</p> <p>When you have decided to go ahead, we talk with you a little more about what happened to you and what information might be needed to move forward. You may already know details like dates and places, and if not, we can support you to get hold of things like medical records, school records, foster care records etc. This is also the time we connect you with free specialist advice to find out more about your legal rights and options. We also explore with you what other formal or informal support you may need around you during this time and help make that happen.</p>	<p>What does an application look like? What questions do I have to answer? What support will I have to do this?</p> <p>Applications can be written by hand or on a computer. We can do the writing/typing with you or for you. This is when we spend the most time with you to get the application completed. It is when the most detailed information is needed about what happened to you and how this has impacted your life. This happens at your pace, in your time and in your own way. You can start and stop as much as you need to. You can come to our office. We can come to you. Or we can talk via phone /online meetings. Or a combination of any of these. We know it can be hard to revisit these experiences and we are ready to offer you support and/or find you any extra support you might need.</p>	<p>What do I need to think about while waiting for a response? How can I be emotionally ready and supported while I wait?</p> <p>Once your application is submitted, we offer you support for your emotional and practical needs and hopes around the application. It can be a good time to think more about your hopes and dreams moving forward and what support and planning might be helpful. We stay in close contact with you during this time, if you want that, to support you with any issues the 'waiting' brings up.</p>	<p>What do I do when I get an answer to my application? What are my options and choices now? Can I still get support while working all this out?</p> <p>Now we support you to manage your offer and related emotions or practical issues or needs. This can include supporting you with transition to long term counselling and taking part in direct personal response processes. It can also include things like setting up bank accounts to receive funds offered; updating your Will; and finding ongoing financial advice and support. It is also the time to explore what you may want to get from a personal direct response if you want that to happen. It is a good time to reflect on and acknowledge your strengths and resilience and celebrate your journey to this point. It is also the time we say goodbye to you as an ongoing client and you help with this transition.</p>

If you have any questions or concerns at any time along the way, we are here to listen and support you. We will also check in with you about how you are going, if you are satisfied with the support we offer and how we might do better if needed.

Steps on the Journey
The Women's Cottage Redress Support Service

This Resource was developed by The Women's Cottage National Redress Support Service ©