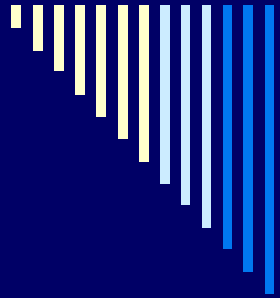



Family Wellbeing Program



Acknowledgements

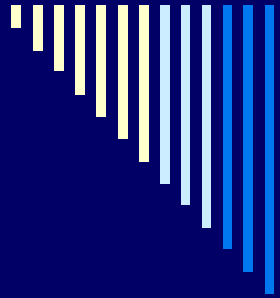
- To the Aboriginal people and Torres Strait Islanders who initially developed the course
 - To the current research team members – Dr. Komla Tsey; Mary Whiteside; Prof. Andrew Wilson; Audrey Deemal; Teresa Gibson; Dr. Susan Rees
 - To people who have participated in the program and who have shared their stories with us
-



What is the program about?

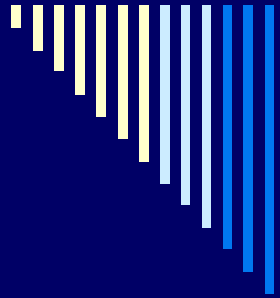
An empowerment program which provides people with knowledge, skills and confidence to examine:

- What is happening in their lives
 - What they want to do in their lives; and
 - How they are going to go about achieving their goals.
-



Outcomes

- Individual
 - Family
 - Workplace
 - Community
-



Framework

Participatory Action Research

- “...inquiry by ordinary people acting as researchers to explore questions in their lives, recognise their resources, and produce knowledge, and take action to overcome inequalities, often in solidarity with external supporters”
(Dickson 2000)
-



Our role

- Need identified by communities
 - Apply for grant
 - Implement Family Wellbeing Program
 - Evaluate program
 - Collect base line information
 - Collect information at different stages of the project – participants and nominated persons
 - Evaluation – impact on individual, family, workplace and community
-



2 Step Process

- The program aims to build the personal skills people need in order to become more motivated and confident to participate in community level change.
-



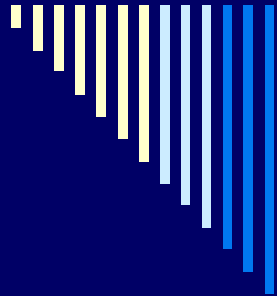
Step 1

- ❑ Structured personal development training
 - ❑ Offers participants a safe group environment where they can ask important questions about themselves.
 - ❑ Participants build trusting relationships, think about individual needs and goals, develop life skills, strategies and support networks to help each other meet needs
-



Step 2

- Provides support to groups of participants who wish to address the community issues arising out of the personal development training.
-



Participant Program Content

- Leadership
 - Basic Human Needs
 - Mapping life journey
 - Relationships
 - Conflict Resolution
 - Emotions
 - Dealing with Crisis
 - Loss and Grief
 - Beliefs and Attitudes
 - Developing own leadership style
 - Personal and Community Development
-



4 Stages

- Stage 1 – Basic Human Needs – what happens when needs not met – conflict, emotions, crisis, beliefs and attitudes – looking after ourselves and supporting others
 - Stage 2 – Process of change – how change affects people and how to deal with change; reflection; identifying strengths and inner qualities; dealing with loss and grief.
-



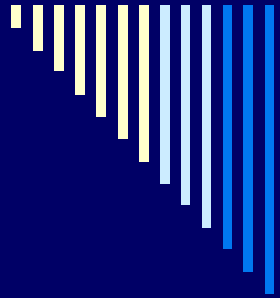
4 Stages

- Stage 3 – Focus on violence within the family – how violence affects people; how to recognise signs of abuse, and what skills are needed to deal with this – how to heal and create emotional health.
 - Stage 4 – Focus on relationships – understanding ourselves and how we relate to others – balancing mind, body and emotions – looking at traditions and values.
-



Facilitator Program Content

- Understanding the material
 - Presentation skills
 - Presentation practice
 - Stages in group development
 - Qualities needed in group work
 - Group work skills
 - Skills in action
 - Team work and responsibilities
 - Facilitators working together
-



Findings

Individual perspective:

People who participate state that they:

- Feel stronger
- Are able to understand their situation more clearly
- Are able to take greater control and responsibility for their immediate personal and family issues



Findings

Family perspective:

- Are better able to provide support to family members
 - Take greater control in ensuring a safe environment for family
 - Apply family wellbeing principles in providing care to family
 - Teach their children about family wellbeing principles
-



Findings

Work Perspective

- Better able to deal with issues that arise in the workplace
 - More confident in dealing with conflict between staff members or clients
 - Gives tools to deal with whatever happens at work
 - Helped to look at things differently
 - Learnt to listen and be understanding
-



Findings

Community Development Perspective

- Participate in community activities and decision making processes
 - Advocate for community level change
 - Influence what happens in the community
 - Set up support groups and networks
 - Contribute to improving community outcomes
-



Participants Stories

- Learning to say NO to people
 - Learning to look after their own needs
 - Being more aware of the needs of children
 - Recognising domestic violence and taking steps to do something about it
 - Being able to reflect and understand the causes of problems
 - Having a sense of belonging in the world
-



Participant's Stories

- Stronger social networks and ability to come together to deal with issues
 - Feeling supported
 - Satisfied and connected to others
 - Relating to others in a more constructive way
 - Making use of those relationships
-



Community Development

- ❑ Forming support groups and networks
 - ❑ Influence on policy and decision making
 - ❑ Input into the operation of schools
 - ❑ Addressing unemployment
 - ❑ Dealing with housing issues
 - ❑ Forming partnerships
 - ❑ Strengthening capacity
-