Case Management Intervention with Violent Offenders : an Action Research approach to the development of a practice model

A thesis presented in partial fulfilment of the requirements for the degree of

Master of Social Work
at
Massey University

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1997

Abstract

This research is concerned with the relationship between social work theory and social work practice. The practice context for the discussion is intervention with men who have been convicted of violence towards their respective female partner. The agency context is the Community Corrections Service in New Zealand.

The central argument surrounds the development of an integrated model of practice, one which combines a valid theoretical base with appropriate practice skills to ensure that service delivery can meet the identified needs of the relevant stakeholders (in this case the agency, practitioners, clients and victims).

The introduction frames the issue of domestic violence as a key practice area and identifies concerns regarding current practice in the Community Corrections Service. The importance of using theory based intervention models is noted and the research process is outlined.

In Chapter Two the broad Community Correction Practice context is reviewed. The influence of changes in four key areas are considered: Central Government Management; legislation; organisational structure, and Community Corrections Service policies. Discussion also focuses upon the challenge which the changes present to the implementation of a practice model derived from an integrated position.

The Integrated Domestic Violence Practice Model (IDVPM) developed as part of this investigation forms the subject of the third chapter, which is presented in three interrelated sections. In the first section the relationship between social work theory and practice is explored and five key debates are considered (the influence of the scientific model, the influence of values, the integration of theory and practice, the utility of eclecticism and the notion of empowerment). A framework for integrated practice is then presented which seeks to define how the substantive issues surrounding the relationship between social work

theory and practice can be incorporated into the day to day actions of practitioners in the field. In the final section the IDVPM is presented. This section includes consideration of the three distinct areas of knowledge from which the model has been developed: domestic violence practice theory; a case management perspective; and issues surrounding the assessment of effectiveness. Each stage of the model is outlined and linkages back to the underlying theoretical premises are indicated.

Chapter Four contains the research design. First, the theoretical perspective which informs the research methodology is presented. This discussion traverses the positivist and interpretivist research traditions and grounded theory. Second, the field of action research methodology is outlined, including the rationale for the methodology, and issues surrounding its validity are addressed. Finally, the structure of the research process is presented and ethical issues involved in the research are considered.

In Chapter Five the data generated through the research are presented and analysed. There follows in Chapter Six a review of the substantive themes which have emerged from the research data. This discussion is presented in three parts. The structure of the IDVPM is considered first, and recommendations for change are made. Next the influence of values upon practice and the concept of empowerment are reflected upon in relation to the research findings. Finally issues surrounding the assessment of effectiveness are re-visited. A concluding comment positions the IDVPM in relation to initial assumptions regarding the nature of case management.

The final chapter provides some concluding observations regarding the research process and offers suggestions for future research. The distinctive features and implications of the Probation Officer, client and victim perspectives are also reviewed. Finally comment is made regarding what has been learnt regarding the relationship between theory and practice and the concept of integrated practice.

Acknowledgements

Table of Contents

List of Figures

Chapter One

Introduction

The substantive issue to be addressed in this research surrounds the relationship between social work theory and practice and the construction of a meaningful frame of reference for Probation Officers working within the context of Community Corrections. Practitioners are constantly faced with moments of decision when the possession of an integrated practice position would provide a greater degree of quality assurance that the needs of clients (both offenders and victims) are met. It will be proposed that an integrated practice position can be developed from the foundation of informed eclecticism regarding practice theory. The relationship between theory and practice will be addressed through using an action research process to develop a practice statement and case management model for intervention with male offenders convicted of domestic assault.

Domestic Violence as key practice area in Community Corrections

The Hamilton Abuse Intervention Project Evaluation Report provides an estimated prevalence rate for family violence in New Zealand of 14% (as commonly agreed by service providers). This means there are an estimated 481,989 people experiencing family violence either as victims or perpetrators. The costs to individuals and government is estimated at $1.2 billion per year (Hamilton Abuse Intervention Project Evaluation Report 1996: viii).

The New Zealand Government Statement of Policy on Family Violence (Department of Social Welfare 1996) provides the parameters within which Community Corrections Service practice standards should be developed. The following key principles are articulated within this statement:

- Prevention: prevention of family violence is a key concern for government agencies. Breaking the cycle of violence is a necessary component in preventing ongoing family violence.

- Safety: safety of victims should be the paramount concern of all policies and programmes where family violence is a focus.

- Access to services: victims require appropriate timely crisis intervention, ongoing support and have a right to adequate legal protection.

- Support of victims: the response of agencies should support survivors of family violence to make informed choices, enhance their rate of recovery and maintain their ongoing safety.

- Protection of children: children have a right to live in families free from violence.

- Accountability: abusers will be held accountable and encouraged to accept responsibility for their use of violence and for changing their behaviour.

- Consistent response: the response of government agencies should be coordinated. A multi-agency approach is required to avoid duplication and gaps in services and to provide a clear and consistent message that violence will not be tolerated.

- Cultural relevance: different cultural backgrounds must be recognised in the development and delivery of all government policies and programmes. Maori designed and managed services are a priority.

- Equality: the response of government agencies should contribute to a reduction in gender inequality and improvement in the status of women.

- Community responsibility: the whole community has a responsibility to be involved in preventing and eliminating family violence.

The Family Violence Unit, Department of Social Welfare, has prepared a set of 'Good Practice Guidelines for Coordination of Family Violence Services' (Family Violence Unit 1996). The guidelines establish the responsibilities and accountabilities of government agencies working in the area of family violence.

Three major principles are articulated as forming the basis of good practice in working with family violence: victim safety as the paramount concern; a consistent and comprehensive response by agencies; and a co-operative approach between agencies (Family Violence Unit 1996 :1).

The statement of policy on family violence should "underpin future family violence policies and services provided by government departments and help ensure an effective and consistent response based on a common understanding of, and approach to, key family violence issues" (Family Violence Unit 1996:3)

The Department of Corrections' responsibilities in relation to family violence are specified in the guidelines.

In respect of offenders:
- to inform decision making bodies (Courts and Prison/Parole Boards) of the offender's circumstances and comment on possible disposition.

- to administer Court and Board orders including any specific requirements related to violence prevention.

In respect of victims:
- to incorporate victim's perspective in relevant reports to decision making bodies particularly reparation reports.

- to ensure victims registered on the Victim Notification register are informed of prison movements, as specified in legislation. (Good Practice Guidelines 1996:35)

In cases where an offender is ordered to attend a community-based violence stopping programme (as part of a community-based sentence or as part of parole conditions) the Community Corrections Service mandate extends to purchasing the delivery of programmes and monitoring and encouraging the offender's attendance. Where the stopping violence programmes are to be delivered through contract between the Community Corrections Service and local service providers there are two key issues which a local best practice

protocol must address. First, there must be reporting mechanisms in respect of the offender's attendance and completion, and in respect of maintenance of victim safety. Second, there must be mechanisms for maintaining contact between programme providers and victims, with a view to maintaining victim safety (Family Violence Unit 1996:17).

The guidelines do not however address the responsibilities of the Department of Corrections towards victims who remain in a relationship with an offender who is subject to a Court or Board order. While the Community Corrections Service may enter into contractual relationships with external service providers regarding victim safety at present there is no clear articulation of the role of a Probation Officer who might be intervening with both the offender and the offender's partner. The focus of this research project is the development and validation of a practice protocol (the Integrated Domestic Violence Practice Model - IDVPM) which has been developed for use by Probation Officers who are supervising men convicted of domestic assault. The practice protocol amplifies the Department of Corrections' responsibilities in respect of victims by prescribing discrete actions required from Probation Officers. The strength of the IDVPM lies in its relevance to day to day practice for Probation Officers.

Concerns regarding current practice in Community Corrections

i) Inconsistent Practice Methods

Current Case Management in Community Corrections in New Zealand is characterised by inconsistent practice methods. The Community Corrections Manual provides a set of minimum standards regarding sentence administration but falls short of articulating desired practice methods. Individual practitioners have been able to intervene in an eclectic manner but their practice has not been monitored against any formal set of evaluative criteria. This inconsistency has been facilitated by narrow Termination Assessment criteria which rely upon re-offending and compliance with the conditions of a sentence as measures of achievement of the desired outcomes of intervention. These criteria do not engage the more complex issues surrounding client behaviour

and attitudes. The Community Corrections Service has not implemented any formal process to assess practitioner competence. While a policy exists regarding staff supervision this does not include a robust mechanism for defining and assessing safe practice. In an internal report focusing on quality assurance in the Community Corrections Service the following observations were made:

> 35.89% of Probation Officers had a current supervision contract ... there were records of supervision on 48.71% of Probation Officer files ... 8.97% of Probation Officers have a Career Development and Training plan. The service delivery standards of Probation Officers are compromised by the lack of appropriate professional supervision to ensure that practice is based upon a valid knowledge and skills base. (Community Corrections Service 1996c:3-4)

A central argument which will be developed in this research is the need for the Community Corrections Service to develop service delivery standards which are based on the integration of appropriate knowledge and practice skills. The Community Correction Service plans to review operational policy regarding professional supervision, and to develop standards of competence for Probation Officers, during 1997.

ii)   *Inadequate monitoring of client referral to external service providers for intervention*

The Community Corrections Service allocated $2.3 million during the 1995/96 financial year to fund external provision of services to clients (of which $455,000 was spent purchasing specialist intervention programmes for anger management). While policy guidelines have specified adequate quality assurance processes regarding the provision of services by the external agencies, a serious disjunction has existed between policy requirements and actual practice. The lack of appropriate accountability for both expenditure of funding and the quality of services provided has presented a significant risk to the Community Corrections Service. During the 1996/97 business year new improved practices have been introduced to address previous inadequacies.

iii)   Inadequate Management of Client Risk

Historically Community Corrections Service policy regarding the management of client risk has not been robust. While in the past twelve months greater emphasis has been placed upon developing practice guidelines and in improving information technology, current practice does not provide stakeholders with a high degree of quality assurance.

There are two aspects to the management of client risk which will be explored further in Chapter Two. First, the use of 'risk assessment' methods designed to identify those clients at the greatest risk of reoffending. Second, the development of valid client management systems which link criminogenic needs to interventions.

iv)   Inadequate Assessment of Effectiveness of Intervention

Current Community Corrections Service policy and practice regarding assessment of effectiveness both lack sophistication. Raynor (1996) raises two interrelated issues that should be addressed when considering the issue of effectiveness. First, it is important to identify the criteria against which effectiveness is to be measured (for example, complete desistance from further offending or a reduction in the relative seriousness or frequency of offending). Second, definitions of effectiveness should be linked to stakeholder interests which should be clearly identified. He draws attention to the fact that advances in criminological theory demand new and expanded measures of effectiveness. It is therefore important that the Community Corrections Service (representing the state) has a clearly articulated position regarding the purpose of the service's role in implementing current Criminal Justice policy (this will be discussed in Chapter Three) and the standards against which effectiveness will be assessed.

The position which is adopted in relation to purpose will influence the type of measures chosen to reflect the 'effectiveness' of service delivery. Current dependence upon measures of recidivism and offender compliance with the requirements of legal orders belie the complexity of social work practice in the

Criminal Justice setting. These issues will be discussed in Chapter Three.

v)   Failure to address Victim Needs adequately

A further concern regarding current practice in Community Corrections surrounds the absence of a clearly articulated policy regarding work with victims of offences. There is lack of clarity regarding Probation Officer role definition and there are no specified practice standards. For example, in cases involving violence, Probation Officers often fail to recognise fundamental victim safety issues (for example, it is reasonable to suggest that the offender and victim should not be interviewed together and enquiries should be made regarding the existence of a protective order).

vi)   Failure to obtain Client feedback regarding the service provided.

In addition there are no formal procedures established to obtain regular feedback from victims and clients regarding the quality of service provision by Probation Officers. The implementation of adequate quality assurance processes is a professional responsibility of the practitioner and I believe should form part of an individual integrated practice framework.

Importance of using theory based intervention models

The relationship between explanatory theory and practice rests at the centre of debate surrounding the legitimacy of intervention with offenders. In the current Community Corrections context considerable emphasis has been placed on identifying interventions that 'work' (i.e., reduce recidivism) (McLaren 1996, Raynor 1996). This requirement places responsibility upon the practitioner to clearly articulate practice theory and to develop practice methods which can be validated. Rosen (1994) succinctly argues the case for the integration of theory and practice. He comments "effective and accountable practice will be enhanced through focused efforts to develop scientifically valid and practice-relevant knowledge and through appropriate use of such knowledge in making practice decisions" (Rosen 1994:561).

In Chapter Three discussion will focus upon the development of a Practice Model for working with violent clients. The model will be founded upon the concept of Integrated Practice (i.e., practice which is informed by theory and which is guided by clearly specified practice principles and standards, including the specification of an appropriate skills base). The model will be evaluated against the following set of criteria which might be appropriate. First, the model must have therapeutic integrity (i.e., it must be drawn from a clearly defined body of practice theory). Second, the model must be able to be implemented by practitioners and be viable within the practice context. Third, the model must be able to be evaluated and to meet the requirements of internal and external reporting systems. Finally, the model must meet the identified needs of the client (in the domestic violence context, both offender and victim(s)).

Goal of the Research/Outline of the Research Process

The development and refinement of a case management practice model forms the central task of this research. It will be argued that the use of theoretically sound and empirically developed practice models provides the basis for professional service delivery which will facilitate the achievement of the objectives of the Community Corrections Service and address the concerns regarding current practice.

The field research was undertaken using an "applied" or "action research" approach. This involved collaboration between the researcher, field practitioners and clients. A central feature of the action research approach is the systematic process of planning, acting, observing, reflecting and re-planning (McNiff 1992). The research process involved four stages:

i)   The development of the initial IDVPM.
ii)   The implementation of the IDVPM using an action research framework to obtain data and feedback.
iii)   The analysis of the data.

iv)   The review of the results of the research and the revision of the IDVPM.

The subject matter of the research is particularly sensitive and the involvement of practitioners, clients and victims as research participants has raised a series of ethical issues which are addressed in detail in the Ethical Statement (Appendix One). In particular questions surrounding confidentiality, conflict of interest and minimising of potential harm to participants have been carefully identified and managed throughout the research process. The research is noteworthy because it involves both offenders and victims and represents an effort to engage the recipients of the services provided by the practitioners in the process of assessing the utility of practice.

Chapter Two

The Community Corrections Service Context

This chapter provides discussion surrounding the broad practice context within which the research project has been conducted. I will consider the influence of changes in four key areas (Central Government management; legislation; organisational structure; Community Corrections Service policies) and how they present a challenge to the implementation of a practice model derived from an integrated position.

i)   *The influence of changes in Central Government Management*

a)   *The Role of the State*

The role of the welfare state in western capitalist social democracies has been the subject of considerable debate (Boston, Martin, Pallot & Walsh 1991; Pierson 1991; Williams 1991). The traditional social democratic position views the welfare state as a vehicle for redressing the inequalities which have resulted from the excesses of capitalist development. The essential features of the Keynesian welfare state are : state intervention in the market, commitment to full employment and low inflation, and expanded social policies (which ensure the provision of health, housing and income maintenance on a more universal basis). Pierson argues that during the post World War II period of sustained economic growth and increasing material wealth the role of the interventionist state was generally accepted and the welfare state became part of the dominant political, economic and ideological framework (Pierson, 1991:2).

However, as a consequence of continuing economic and social crises there has been a concerted challenge to the previous consensus regarding the role of the welfare state.

b)   *The Libertarian influence*

The ascendancy of Libertarian political thought is identified as a major force underlying the significant retrenchment of the universal welfare state. The concept of social justice is fundamental to beliefs surrounding the nature and role of the welfare state. The libertarian position promotes the primacy of individual liberty and the operation of the free market and maintains that any redistribution that is necessary to the maintenance of the free market should be provided for voluntarily or facilitated by the State in accordance with the operation of the market (Hayek 1982; Pierson 1991; Upton 1987).

In New Zealand the challenge to the fundamental assumptions of the welfare state have been clearly evident since 1984. The Treasury briefing papers to incoming governments ('Economic Management' 1984 and 'Government Management' 1987) advanced a number of themes regarding social policy and the role of the public sector. The dominant themes from this policy advice (individual free-choice and market efficiency) can be clearly seen in the major legislative reforms which effectively reshaped the face of the State in New Zealand (State Sector Act 1988, Public Finance Act 1989).

The emphasis on efficiency, effectiveness and accountability in government agencies points to an acceptance of Libertarian political philosophy. The role of the omnipotent welfare state has been challenged and a reform process introduced which has moved towards a minimalist welfare state operating in a contestable environment which is governed by the free-market not government regulation. The notion of social justice which has been endorsed by a succession of policy decisions is one which focuses upon equality of opportunity or access, not equality of outcome or equity. Jones and Novak 1993, Penton 1993, Parton 1994 and Stenson 1993 provide further commentary. The advancement of the minimalist State position has been evident in all the major contemporary debates in New Zealand social policy (for example: funder-provider split; social and commercial objectives; trade off between equity and efficiency).

It is pertinent to observe that the ascendancy of policies of the libertarian right in New Zealand have emerged out of a dynamic struggle between competing ideologies. The identification of connections between the ideology of the New Right, advice provided by Treasury officials and policy decisions subsequently implemented by politicians may give the impression of 'libertarian capture' of the Welfare state in New Zealand. However, while clearly there has been a challenge to the fundamental assumptions upon which the social democratic post-war consensus had been built (i.e., sustained economic growth and a continuing expansion of the welfare state) the ascendancy of a minimalist conception of the welfare state does not represent complete dominance. Boston comments that while the social policy changes "go well beyond those pursued by other neo-liberal governments in other OECD countries...they do not, however, represent the complete abandonment of a rights- based approach to social policy or the full adoption of the residualist model." (Boston 1992:14)

The preceding discussion illustrates that the role adopted by the state through policy will have a significant impact upon the context within which social work theory, policy and practice develops and occurs. In particular the questions of resource allocation and the roles to be assumed by state agencies are of significance. Rees challenges the values promoted by the political libertarians and argues convincingly that there must not be an uncritical, passive acceptance of the tenets of economic rationalism. He argues that the goals of efficiency, productivity and accountability have been borrowed uncritically from a set of business-oriented values and "that the relevance of these goals to ideals of welfare and justice has not been evaluated" (Rees 1991 : 14). In similar vein Pusey (1991) comments that "the new economic rationalist bureaucrats lack the ethics and social insight possessed by the earlier generation of 'social democratic intellectuals' who staffed the public service in the 1970s" (Pusey 1991, cited in Webster 1995: 45).

A key function for practitioners in the Community Corrections Service is to engage in this discourse and to assist clients in also becoming involved. In

light of the constraints imposed by the drive for efficiency there is a need to protect the integrity of the social work process and profession if the needs of clients are to be met.

The significant changes which have occurred in Central Government Management have exerted a significant impact upon both the structure and operations of the Community Corrections Service. These will be considered further in sections iii and iv below. The following section will consider the influence of changes in legislation which can be seen to reflect the broader shifts in New Zealand's political economy.

ii)   The impact of Legislative Change

The legislative base reflects Criminal Justice policy and defines the parameters within which this policy is administered. This section will provide a brief review of the significant shifts in legislation which have influenced the Community Corrections Service.

a)   Early Legislation

Since the introduction of the First Offenders Probation Act of 1886 Criminal Justice Policy regarding probation has placed varying degrees of emphasis upon punishment, deterrence, rehabilitation, supervision and control. The 1886 Act was passed in response to concern that young first offenders sentenced to imprisonment were subject to contamination from older, recidivist offenders. Provision was made for a sentence of Probation allowing first offenders to be supervised by a Probation Officer. Some thirty four years later probation was extended to include all classes of offence punishable by imprisonment under the Offenders Act 1920, while the Crimes Amendment Act 1920 extended parole from 'Reformative Detainees', only to include all imprisoned offenders (Webb 1982).

b)   *The 1954 Criminal Justice Act*

In 1949 emphasis was placed upon the elimination of short sentences of imprisonment through the development of a range of non-custodial alternatives. The sentence of Probation was extensively developed through the 1954 Criminal Justice Act and the philosophy of reformation was articulated by the Department of Justice. In addition to increasing the use of Probation the 1954 Act also introduced Detention Centres as a short, sharp shock for offenders aged 17 to 23 (Department of Justice 1981a: 17-18). The Department of Justice pursued policies based on the philosophies of reformation and rehabilitation. The goal of providing treatment for the offender in the community was reflected in the establishment of Probation hostels, pre-release hostels and Periodic Detention Centres. The 1954 Act remained unaltered for a period of thirty years.

c)   *The 1981 Penal Policy Review Committee*

During the 1970s community concern at levels of violent crime resulted in the establishment of the Select Committee on Violent Offending in 1977. In 1981 a Report of Gangs stressed the need to find alternatives to custodial sentences. At this time the role of the Probation Service was also changing, the 1980 Department of Justice Annual Report placed emphasis upon the responsibility of Probation Officers to exercise social control as well as reformation (Department of Justice 1981b).

In 1981 the Penal Policy Review Committee was established in response to increasing public concern regarding crime rates and the apparent ineffectiveness of existing policies to reduce the rates of offending. The terms of reference of the Committee were confined to policy (they did not include the administration of legislation) and were directed towards the treatment of offenders on and after sentencing (Department of Justice 1981a:10). The Penal Policy Review Committee formed the opinion that Probation Officers should be regarded more as 'brokers of services' rather than as social workers. The Committee recommended the establishment of three new orders to replace the existing probation order: treatment orders, community care orders and

supervision orders. The new supervision order was envisioned as a " penal sanction involving surveillance and control of the offender in the community " (Department of Justice 1981a:118).

d) *The 1985 Criminal Justice Act and the 1993 Amendment*

The subsequent Criminal Justice Act 1985 incorporated many of the recommendations of the Report of the Penal Policy Review Committee. The new Act repealed the 1954 Act and placed emphasis upon community involvement. Three new sentences were established: community care (amended to community programme in 1993) where the offender is placed with a community-based sponsor who provides a programme aimed at preventing re-offending; reparation where the offender is required to make financial compensation to the victim; supervision (which replaced the Probation order) where the offender is subject to statutory conditions relating to reporting, accommodation, employment and association with others and they may also be subject to special conditions which address the reasons for offending.

In particular the 1985 Act made clear provisions regarding violent offences. Section 5 of the Act requires the Court to impose a sentence of Imprisonment in all cases involving serious violence unless there are special circumstances.

The 1985 Criminal Justice Act was amended in 1993 by the inclusion of new provisions of Home Detention and Habilitation Centres. Home Detention is a condition of a release on parole from prison. The primary objective of Home Detention is to provide a managed release of the offender into the community. The client's release to an Habilitation Centre is a form of residential parole. An Habilitation Centre is an approved residential centre that provides programmes for clients which are designed to address causal or contributory factors related to offending behaviour.

Summary

The above discussion has identified a clear relationship between political responses to public opinion and rates of crime, and legislation which provides direction for Community Corrections Service operations. Over the past ten years there has been increasing emphasis placed upon control and offender management (reflecting concern with 'risk control') in combination with rehabilitative programmes (which reflect concern with 'risk reduction'). In section four below the influence of what has been termed the 'new penology' will elaborate further the relationship between political philosophy and service delivery.

iii) Organisational Changes which reflect the direction of State Sector reform.

Over the past three years the direction of State Sector reform has had a significant impact upon the administration of the Criminal Justice system. I will briefly consider three major changes: the disestablishment of the Department of Justice; changes in reporting systems; restructuring of the Community Corrections Service.

a)   *The Disestablishment of the Department of Justice*

On 1 October 1995 the previous Department of Justice was disestablished and replaced by a Ministry of Justice and autonomous operational Departments.

The Ministry of Justice was established to provide " policy and strategic advice, including advice on the allocation of resources across the justice sector" (Ministry of Justice 1995:1). The Criminal Justice Policy Group within the Ministry has responsibility for providing advice, information and ministerial services on the policies and legal frameworks affecting: the definition, investigation, prosecution and adjudication of crime; sentencing policies and the administration of sentences. This separation of policy from operations has been an integral part of changes in central government management.

The previous Corrections Division of the Justice Department became the Department of Corrections. The Department comprises a corporate office and three operational entities: Community Corrections Service; Public Prisons and Psychological Services. The corporate office comprises five sections: Financial; Strategic Development; Contracts; Policy and Service Development; Internal Audit.

b)   *Changes in Reporting Systems*

The traditional method of measurement and assessment of both public and private sector organisational performance has been financial (accountability for expenditure in the case of public agencies and profit maximisation in private organisations operating in the market). However interest has developed in examining the relationship between organisational activities and social well-being.   Ramanathan (1976) argues that philosophical justification for this interest can be found in the notion of the social contract. All social institutions are seen to operate by virtue of a social contract whereby the institution's survival is based upon the delivery of socially desirable goods and services to the groups from which they derive power. Further an institution must "constantly meet the twin tests of legitimacy and relevance by demonstrating that society requires its services and that groups benefiting from its rewards have society's approval" (Shocker and Sethi 1974:67 cited in Ramanathan 1976:518). Ramanathan advocates the development of 'social performance criteria' which will allow evaluation of corporate performance relative to a social contract.

There is evidence of growing interest regarding measurement of social performance within the Public Sector in New Zealand. The statutory reporting requirements of the Public Finance Act 1989 includes both financial and non-financial measures. Matheson (1993) argues that while there have been improvements in public sector planning, appropriation and reporting processes these measurement systems do not provide reasonable assurance that the outputs produced by public agencies in the social area contribute in the best ways to national goals. Matheson advocates a "collective interest perspective",

maintaining that an effectiveness of outcome-related perspective could be incorporated in the current measurement process which would assist Government in macro-decision making to ensure that the activities of Government Departments are effective and worthwhile (Matheson 1993:1).

This interest in social performance measurement has seen the development and extension of traditional auditing methods to incorporate non-financial activities. Adams proposes a definition of 'performance audit' as involving "assessing the management and operational performance of an organisation in using financial, staffing and other resources" (Adams 1987:29). While traditional or formal auditing has addressed questions of legal compliance and financial regularity (using the mechanism of annual financial statements) the new performance auditing addresses performance, effectiveness, economy and efficiency of administration, i.e., how well the intended purposes were served by the money spent (Adams 1987:30, Robertson and Busch 1992:1).

In the Community Corrections Service performance was historically defined in terms of activities completed at the micro level of the individual deliverer, rather than at the institutional/organisational level. Reporting to Parliament was confined to financial accounting and volumes of work completed. This measurement was largely input oriented, with little or no management information regarding actual performance in terms of output quality or effectiveness.

The report of the Audit Office 'Performance Reporting in the Public Sector' (1991) provides guidelines including evaluative criteria and auditing expectations, for both Crown agencies and local government entities regarding reporting requirements under the Public Finance Act 1989. The Act requires Statements of Objectives and Statements of Performance to include both financial and non-financial information. According to the Act the Statement of Service Performance (SSP) should report on classes of outputs produced compared with the classes of outputs described in the Statement of Objectives.

The Act dictates that the SSP should report on five bases of performance relative to specified targets:

i)   Quantity   :   how much of the actitivity/service/product was provided.

ii) Quality   :   how well the activity/service/product was provided.

iii) Timeliness :   was the activity/service/product provided on time.

iv) Cost   :   how much the activity/service/product cost.

v)   Location   :   where the actitvity/service/product was provided.

The SSP should contain only critical performance measures and these should focus on externally delivered goods and services (not the internal processes used to produce the goods and services). The information presented in the SSP must be supported by evidence which can be audited. The Audit Office details the following expectations regarding supporting evidence: that there be documentary evidence and work papers to support information systems subject to controls which ensure the data is complete, accurate and authorised and that staff should be able to answer queries regarding the information and the system.

The SSP is of crucial significance to effective service delivery because the funding base of the Community Corrections Service is now directly linked to the volume/cost projections supplied to Treasury. In the event of failure to meet the specified targets the Community Corrections Service must return funding to Treasury. This requirement is problematic for the Community Corrections Service because of the difficulties involved in producing accurate long-term volume forecasts. The outputs of the Community Corrections Service (information provided and numbers of offenders managed) are essentially dependent variables which are affected by a range of other factors (for example, crime rate, seriousness of offending, Police activity, judicial preferences). In light of fluctuating demand for services there has been what can be termed an 'availability cost' associated with the provision of services, i.e., certain fixed costs which are linked to the capacity to provide services (for example, permanent staff salaries and accommodation) cannot be varied in

response to demands. This has the effect of producing variable unit costings. A consequence of this mode of funding has already seen the Community Corrections move towards greater flexibility in the provision of services. Discussion of these changes is the subject of the next section.

c)   *The Restructuring of the Community Corrections Service*

On 31 December 1996 the Community Corrections Service completed an internal restructuring process which is intended to place greater emphasis upon service delivery to clients and customers. The previous organisational structure (Figure 1) has been replaced by one characterised by: fewer management and administrative positions; devolution of managerial responsibility and accountability (Figure 2).

Figure 1. Organisational Structure to 31 December 1996

General Manager ───────┐
  │   ↓
  ↓   Head Office

Regional Managers (4)
  ↓

District Managers (39)
  ↓

Unit Managers (Operational) and (Administration)

Probation Officers and Administration Officers
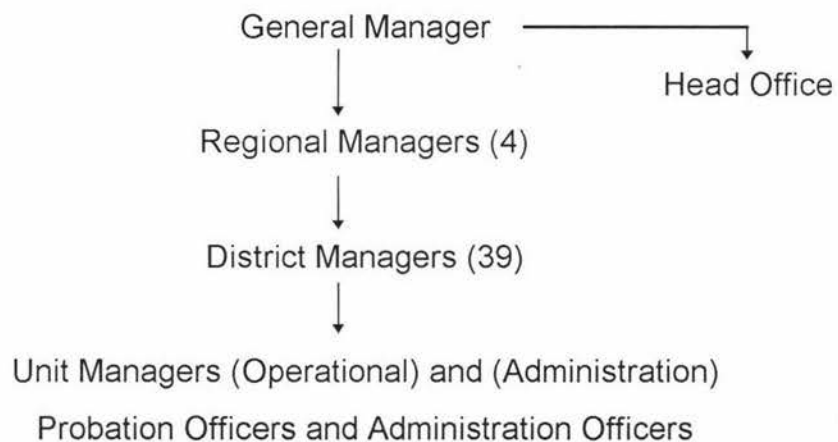
Figure 2. Organisational Structure from 1 January 1997

General Manager ───────┐
  │   ↓
  ↓   Head Office

Regional Managers (3)
  ↓

Area Managers (16)
  ↓

Service Managers and Finance Managers

Probation Officers and Administration Officers
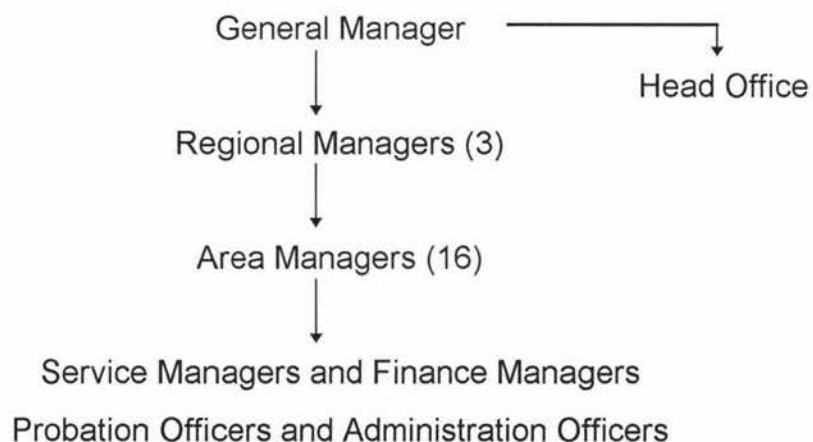
The Regional Manager position now involves greater emphasis upon a mentoring and coaching role in relation to the Area Managers. The Area Managers have greater levels of financial and personnel delegations than the previous District Managers. A greater emphasis upon business management is evident with the establishment of a specialist Finance Manager position in each area. Service Managers are now responsible for small teams of five to seven staff within which there is emphasis upon self-management and a 'team' culture.

Summary

The organisational changes which have been discussed all exert significant influence upon the Community Corrections Service practice context. In particular the separation of policy development from operations and the requirement to report on performance, in relation to efficiency and effectiveness, have resulted in internal restructuring of the Community Corrections Service. While the changes reflect streamlined management structures and emphasis upon service delivery it is the essential nature of that service delivery which now provides a significant challenge to social work practice within the Criminal Justice system. The implications of this challenge will be considered in the concluding section to this chapter.

iv)   Policy Changes in the Community Corrections Service 1990-1996

Four areas of policy change are identified for discussion: the use of risk-needs assessments; the Integrated Supervision Model; 'Best Practice' standards and new Funding Protocols. Each area is directly relevant to providing a definition of the Community Corrections Service practice context. The policies are prescriptive, providing clearly defined and measurable actions for practitioners.

a)   Risk-Needs Assessments
James (1995), commenting on Criminal Justice policy development in the United Kingdom, identifies the emergence of 'the new penology' which is "less

concerned with the individual offender than with groupings of offenders, classified and managed in terms of their dangerousness", (James 1995:338). This concern can be seen to reflect a shift in emphasis from rehabilitation to crime control and is characterised by the use of performance indicators and prediction tables. In New Zealand the introduction of more transparent risk management procedures has been a relatively recent development. At present risk assessment instruments are used to assist in determining appropriate post-sentencing interventions and to assist in making decisions regarding the allocation of funding for the external delivery of interventions for offenders.

There are a number of significant issues surrounding risk assessment and sentence management. Andrews, Bonta and Hoge frame the context of the debate:

> In practice, the assessment of offender risk serves to structure many of the decisions we make regarding custody or security designations, temporary and conditional release, supervision requirements and program placement. The cornerstone of any effective risk management program is making decisions after all available information has been considered.

> However, the capacity to conduct formalized risk assessments is directly related to the resources a correctional agency has at its disposal. It is not surprising, therefore, that objective assessment procedures for classifying criminal offenders have spread throughout North America. (Andrews, Bonta and Hoge 1990 cited in Motiuk 1993:14)

Bonta (1996) discusses the development of risk assessment through 'three generations'. The 'first generation assessments' were based on subjective, 'professional judgment'. The weakness of this approach lies in the fact that information gathering processes and interpretation of 'data' are subject to considerable practitioner discretion which makes accountability and fairness difficult to achieve. A move towards the use of objective, empirically based offender risk assessments characterise the 'second generation' approach. The

use of actuarial risk scales perform adequately in differentiating lower-risk from higher-risk offenders. However, the major weakness of such instruments lies in their inability to provide direction for intervention. The combination of more traditional risk items (based on historic facts such as prior convictions or nature of the offence) with dynamic, criminogenic need items, (such as alcohol/drug abuse or marital/family relationships), which are linked to criminal behaviour, reflect the 'third generation' approach. It is this approach which has gained greater currency with criminal justice policy makers because the matching of risk level to interventions (called the risk principle) appears to be an important factor in reducing recidivism. (Bonta 1996:18-32).

During the 1990s there has been increased development of new 'third generation' assessment techniques. In 1993 the Community Corrections service in Victoria, Australia field tested two risk/needs instruments which were developed in the United States of America during the 1980s: The Level of Supervision Inventory (LSI) and the Wisconsin Community Corrections Case Management and Classification System. A risk/needs instrument, validated for use in Victoria, was subsequently developed. This instrument has been incorporated in the Integrated Model of Supervision which will be discussed below.

There has been considerable debate surrounding assessment techniques. Harris compared the predictive accuracy of an objective Wisconsin-based risk assessment instrument with a more subjective, interview-based system. Results indicated that the subjective approach performed more satisfactorily and was particularly successful in minimising false positives (i.e., offenders incorrectly predicted to be high risk) (Harris 1994). Creamer and Williams (1996) caution against complete dependence upon the use of predictive instruments. Statistical prediction is based upon actuarial probabilities calculated from the analysis of aggregated data and therefore should not be used to predict in individual cases. Further, all predictive measures have an error rate and there will be both false positive and false negative cases. Finally, the use of predictive scales to match offenders with alternative sanctions at the pre-

sentence stage can be seen to contravene the principle of 'just deserts' (i.e., an offender should be punished for what they have done, not what they might do in the future) (Creamer and Williams 1996:99-100).

The successful implementation of any risk/needs system must gain practitioner acceptance. Wilmot (1995) and Creamer and Williams (1996) concur that best practice will include a combination of predictive instruments and professional judgments. Further, the use of assessments should be integrated with policy regarding intervention. In particular it is important to match intervention strategies with the characteristic of the offender. This approach reflects the 'responsivity' principle which "derives from the fact that offenders differ in motivation, personality, and emotional and cognitive abilities, and these characteristics can influence the offender's responsiveness to various therapists and treatment modalities". (Bonta 1996:31)

The Psychological Services division of the Department of Corrections is currently undertaking research to develop a risk/needs instrument to be validated in New Zealand. In the Community Corrections Service the introduction of a formal risk assessment instrument has been confined to that used in the Integrated Supervision Model (which is the subject of the next part of this section).

b)   The Integrated Supervision Model (ISM)
The Integrated Supervision Model was introduced in the Community Corrections Service in 1996 and represents an attempt to manage offender risk through the implementation of a standardised practice model for Probation Officers. The ISM was developed in Victoria, Australia by Christopher Trotter (Trotter 1996).

The model is based on a combination of four approaches to intervention with offenders which have been empirically validated as being effective in reducing reoffending :

    i)   Targeting High Risk Offenders.

    ii)   The provision of Structured Problem Solving processes which allow for the setting of specific goals and strategies.

    iii)   The use of Pro-Social Modelling and the rewarding of offenders pro-social expressions and actions.

    iv)   The use of empathy and reflective listening by the supervisor (McLaren 1996: 18-23, Raynor 1996: 184,Trotter 1996).

The ISM was field tested by thirty (30) Community Corrections Officers in Community Based Corrections in Victoria, Australia (Trotter 1996). Trotter concludes:

> This research has found, among other things, that supervision characterised by a pro-social approach, the use of problem solving and the use of empathy, is related to lower recidivism ... where supervisors make use of these supervision principles, client recidivism rates, as measured by breach rates and re-offending rates one year and four years after the start of supervision, are twenty five to fifty percent lower (Trotter 1996:29)

The ISM is essentially a process model which can be used by practitioners to assist clients who present a range of behavioural problems. However the model only has utility if applied within the broader context of an integrated practice perspective, i.e., the practitioner also requires an appropriate theoretical knowledge base regarding particular fields of practice (refer to Chapter Three below). The model has not, to date, been broadly accepted or implemented by practitioners and managers in the New Zealand Community Corrections Service. The apparent reluctance to use the model can, in part, be explained by a relative lack of sophistication of practice within the Community Corrections Service (i.e., many practitioners are unable to articulate an integrated practice perspective).

c)   *'Best Practice' Standards*

The Community Corrections Service has developed models of 'Best Practice'

which identify crucial parts of work processes and the drivers of performance. Definitions of best practice have been included in the revised Community Corrections Service practice manual (to be implemented nationally by 31 May 1997). The best practice statements outline the expected results of practitioner action. They are essentially statements regarding processes, and do not provide explicit linkages with the theoretical position which would validate the particular action which has been specified. These standards represent one step in the model of integrated practice which is elaborated in Chapter Three of this thesis. In my opinion the 'best practice' statements should be accompanied by a clear exposition of the relevant knowledge base which supports the practice intervention which has been promoted.

d)   *New Funding Protocols*

The Community Corrections Service has introduced new funding protocols for community based service providers. These protocols reflect an underlying emphasis upon accountability, control and targeted intervention. The changes were made in response to a number of reports (both internal and external) which reviewed operations: 1992 Audit Office Report on Community Grants; 1993 Internal Audit Report on Community Grants; 1994 Tyler Reports on Review of Community and Maatua Whangai Programmes, and Potential for Double Funding; 1996 Report of the Controller and Auditor General (Community Corrections Service 1996:1).

The following issues have been identified by the Community Corrections Service as a consequence of the reports:

- the lack of a strategic approach to managing resource distribution and the lack of staff knowledge of the community services that were available or developing
- the lack of [a] coherent plan to prioritise the amount of money available or programme funding according to the estimated yearly number of offenders and their expected needs
- poor review and monitoring of the community programme

- the need for more emphasis to be given to the targeting of funds through analysis of offender profile needs and assessment of the applications and the capacity of the community organisation
- the need for the development of guidelines for the prioritisation of applications for grants (Community Corrections Service 1996:1)

The main conclusion which the Community Corrections Service has drawn from the above issues surrounds the need to " take a much more focused purchaser perspective in utilising funds" (Community Corrections Service 1996:2). The new protocols include the introduction of new standards of accountability for funding. Previous grants to community service providers had not been rigorously monitored and there had not been an emphasis upon determining the level of service provided against that contracted for. The new protocol included a standard funding contract which requires clear specification of quantity measures, quality indicators, timeliness measures, location and cost (in accordance with Central Government's Statement of Service Performance reporting requirements).

The improved standards of accountability which have been introduced have had implications for practitioners in the field. The practitioners have been required to justify the use of resources, i.e., to link offender risk to the referral to an intervention programme. Further, practitioners must now identify service providers who are able to meet the contract criteria regarding accountability and quality of the intervention programme. Probation Officers must now fulfill not only a liaison role with community groups and other service providers, but they must also play a monitoring role. The allocation and release of funding for the provision of services to clients will be dependent upon the ability of Community Corrections Service staff to implement the new funding policy to the satisfaction of the Contracts Group which approves all payments.

v) The Challenge for Integrated Practice within the new Community Corrections Service Parameters

The central theme which has been developed in this chapter surrounds the influence which changes in Central Government management have had upon the organisation and operations of the Community Corrections Service.

It was argued that the influence of the values of economic rationalism have led to unprecedented changes in the way in which state agencies are managed. The advancement of the minimalist state position, with a concomitant emphasis on efficiency, effectiveness and accountability, has led to changes in both the organisation of state agencies in the field of Criminal Justice administration and in the reporting and assessment of the activities of those agencies.

The integrated practice perspective requires both a clear articulation of the value perspective which informs practice and an explicit definition of the theoretical base which underpins practice. The present Community Corrections Service policy direction has clarity regarding desired results, but lacks cohesion in relation to the defining themes of Criminal justice policy (the relative emphasis placed upon punishment, deterrence, retribution, reparation and rehabilitation) and social work theory. It is unlikely that a fully cohesive position will emerge in light of the political nature of stakeholder interest in the role of state agencies. The impact of political factors was also evident in the discussion of the influence of legislative change upon the Community Correction practice context.

The current requirement for managers to demonstrate efficiency, accountability and effectiveness has seen the introduction of mainly quantitative measures of performance (for example, number of re convictions, volume targets met). Even the indicators which purport to measure quality are essentially quantitative (for example, number of offenders complying with a sentence). The assessment of the effectiveness of intervention with violent offenders will be discussed in Chapter Three. At this point it is sufficient to note that this presents a

formidable challenge, but one which can be met by drawing upon both the positivist and interpretivist research traditions.

At present, practice in the Community Corrections Service places emphasis firstly upon risk control, then upon risk management. This emphasis, while not inconsistent with an integrated practice perspective, displays a tendency to be overly prescriptive. The parameters for action by Probation Officers which are defined in practice manuals allow little room for practice discretion.

The Integrated Supervision Model (discussed above) is only one model of practice, however it has been introduced in a manner which suggests that policy makers operate from a reductionist perspective. A practitioner operating from an integrated position will be able to utilise alternative practice methods which are also consistent with the objectives of the Community Corrections Service.

The Integrated Domestic Violence Practice Model represents an attempt to meet this challenge. The present research has also sought to validate a practice model from the perspective of both the client (offender) and the victim. This has enabled the introduction of other dimensions to the assessment of effectiveness, in particular the validity of intervention at an individual level. In the next chapter the theoretical foundations of the IDVPM will be discussed and the structure of the model outlined.

Chapter Three

The Integrated Domestic Violence Practice Model

1.   *Introduction*

The Integrated Domestic Violence Practice Model has been developed within the practice context which was defined in the opening chapters. In Chapter One the substantive issue of this research, regarding the integration of social work theory and practice, was framed in relation to intervention with men convicted of domestic violence. There followed, in Chapter Two, a review of the Community Corrections Service context which has been significantly influenced by the political economy over the past ten years.

The discussion in this chapter traverses first, the relationship between social work theory and practice. Then, drawing upon the debates which have been identified, a framework for Integrated Practice is presented. Finally the IDVPM is outlined, framed by a discussion of the theoretical base which informs the model.

2.   *The Relationship between Social Work Theory and Practice*

The relationship between social work theory and practice rests at the centre of debate surrounding the legitimacy of social work as a profession. At the core of professional practice is the premise that practice decisions should be based on relevant and valid knowledge. Together with values and ethical principles, and skill in synthesisation and implementation, professional knowledge underpins social work's public sanction to practice (Council of Social Work Education 1992 in Rosen, Proctor, Morrow-Howell and Staudt 1995:501).

A fundamental question which requires resolution concerns how ideas can be made practical and form a coherent basis for social work practice (Payne

1991:2). This task places responsibility upon the individual practitioner to be able to clearly articulate practice theory and to develop practice methods which are able to be validated.

The integration of theory and practice is a challenge which is often difficult to engage. Rosen comments that the social work profession's tendency to denigrate the complexity of practice and the continuing debate over the professionalisation required for such practice may erode the confidence of practitioners in articulating the knowledge they use in regard to the problems encountered and interventions employed (Rosen et al 1995:517). He also argues that the lack of use of research knowledge as a basis for making practice decisions challenges social work's basic professional aspirations (Rosen 1994:574).

The subsequent discussion will traverse five key themes surrounding the nature of social work practice: the influence of the scientific model; the influence of values; the integration of theory and practice; the utility of eclecticism, and the notion of empowerment. In my opinion this grouping addresses the substantive issues facing practitioners in the field. The exposition of these themes will provide the theoretical basis for the presentation of a framework for integrated practice which will enable the practitioner to bridge the disjunction which often exists between theory and practice. It is within this integrated framework that the practice model for working with violent men has been developed.

i)   The Influence of the Scientific Model

A significant challenge facing social work is the requirement to develop practice methods which can meet stakeholders' demands for results. In Chapter Four the influence of quantitative and qualitative research traditions will be discussed. At this juncture it is sufficient to comment that practitioners in the field are increasingly seeking to demonstrate a causal relationship between their choice of intervention and the behaviour of clients which they are seeking to influence. Rosen discusses the influence of the scientific model on social

work and advances a conception of the 'scientific practitioner' which involves three elements. First, practice as a problem-solving experiment. Second, the practitioner must continuously and systematically evaluate his/her practice. Third, practice must be grounded on empirically validated interventions (Rosen 1996:105). Central to the implementation of the scientific model is commitment by the practitioner to the belief that knowledge is indispensable to their practice. There must be a systematic integration of the practitioner role (of helping clients) and the researcher role (of producing new knowledge). Peile (1994) advances the argument that theory and the research and practice processes are inseparable. He comments that the lack of integration between theory, practice and research is of concern particularly in light of increasing demands for practitioners to demonstrate their effectiveness (Peile 1994:18). The social work profession must have knowledge which is capable of influencing and changing the phenomena of concern.

Rosen (1996:107) distinguishes between scientific knowledge (which has been validated and is practice relevant) and implicit intuitive knowledge which emerges from what Schon described as" tacit knowing-in action" and" reflection-in-action."

Rosen cautions that:

> It is the ease, the naturalness, and the self confirmatory nature of using implicit and intuitive knowledge that tend to overshadow and compete with the more deliberate and difficult process of applying scientific knowledge propositions.
> (Rosen 1994:564)

The challenge for an integrated practice approach is how to incorporate the requirements of scientific knowledge in a valid and accessible manner for practitioners in the field. Unless practitioners are able to access and contribute to the development of the professional knowledge base of social work they are unlikely to be able to attract continuing stakeholder support. This is particularly evident in the correctional field where tension exists between rehabilitative and

punitive programmes and where political support for alternative interventions depends primarily upon a reduction in recidivism as a measure of effectiveness.

ii)   The Influence of Values

The second theme which assists in the definition of the parameters of social work practice concerns the contextual influence of values. Professional values and ethical principles are considered to be inherently valid and universal. Values delineate a profession's conception of the preferred human conditions and serve as a basis and a reference point for the profession's agenda and service goals (Rosen 1994:562)

The organisational values of the Community Corrections Service are articulated in the 'Strategic Plan 1996-2000':

> Honesty/Integrity
> At all levels of the organisation at all times we tell the truth we use resources for the purposes they were given and we are fully accountable for our actions.

> Professionalism
> We ensure that all activities meet or exceed the standards expected by clients, customers and stakeholders. We have an organisation that learns from success and mistakes through evaluation and review in order to continually improve our products and services.

> Respect
> In carrying out our work we use responses that protect the rights of individuals and enhance our ability to work with diverse cultural and ethnic groups. (Community Corrections Service 1997:2)

There is nothing in the above value statement which reflects the character of the organisation or the distinct field of practice. The values associated with professionalism reflect the influence of managerialism and could equally apply to any business enterprise.

Nellis (1995) considers probation values in the United Kingdom and identifies the emergence of a managerial culture characterised by "business-like, centralised, bureauratised and efficiency oriented policies in which financial and quantitative considerations loom larger than the philosophy of resocialisation" (Nellis 1995:23). He criticises the failure of the 'social work school' to incorporate criminological theory in defining a value-base for probation practice which would be regarded as legitimate within the context of changing Criminal Justice policy.

> Rehabilitation alone is insufficient as a value base for probation,not
> only because the service undertakes a range of worthwhile activities
> which are not essentially or primarily rehabilitative ... but also
> because the placing of offenders' needs above, as opposed to
> alongside, the rights of victims and the requirements of public safety
> lacks moral justification and, in the 1990s, political credibility.
> (Nellis 1995:26)

A review of the 'Statement of Principles' of the New Zealand Association of Probation Officers provides a sense of the ethical principles which underscore professional practice in the Community Corrections Service. This document indicates that Probation Officers are located within the occupational class of Social Workers and subscribe to the system of values, skills and practices of social work. The Probation Officer has a special concern for justice and should promote a just society and community responsibility for justice. The relief and prevention of hardship and suffering are goals which reflect a concern for human welfare. A particular concern for the needs of victims of crime is identified. The final point to note is the Probation Officer's commitment to work with integrity and skill, involving an examination of his/her own attitudes, increasing his/her own knowledge and skills, and making a contribution to the total body of professional knowledge (New Zealand Association of Probation Officers, Code of Ethics 1994).

The challenge to Probation Vion Officers in the New Zealand context is to articulate a value base which is congruent with the policy direction of stakeholders. Later

in this chapter a set of practice principles will be advanced which, it will be argued, should inform intervention by Probation Officers.

iii)   The Integration of Theory and Practice

It was advanced in the introduction to this thesis that it is the responsibility of the practitioner to be able to articulate practice theory and to utilise practice methods which have been validated. Payne advances the concept that new ideas in social work theory are integrated into the conventional framework of social work through a process of naturalisation (by which new ideas are understood, analysed and criticised intellectually then become integrated into the social worker's framework and applied in practice) (Payne 1991:37). However research suggests that many practitioners experience difficulty in implementing an integrated practice framework (Barbour 1984, Carew 1979, Curnock and Hardiker 1979, Rosen 1994, Rosen et al 1995). A common theme which emerges from the discussion is the need for social work education to address more directly the task of operationalising knowledge.

The relationship between theory and practice can be seen in two primary social work tasks: problem-solving and use of knowledge to direct action. The scientific problem-solving approach can be seen to characterise social work practice as a professional undertaking. Practitioners must be able to distinguish the difference between 'lay' problem-solving strategies and making practice decisions based on a rational, scientific problem-solving paradigm (Rosen 1996:107). The maintenance of the integrity of social work as a profession demands that practice decisions be made explicitly and be justified with appropriate knowledge which has been validated. The processes involved in systematic reasoning and scientific problem-solving cannot be assumed but can be specifically taught and learned. In the Community Corrections context, Trotter (1993) has developed a model for intervention with offenders which incorporates the use of a structured probelm-solving process. Probation Officers using the intervention model developed by Trotter are trained in the principles of effective problem solving using material derived from several sources, for example, Carkhuff 1969, Compton and Galaway 1988, Reid and

Epstein 1972, Reid 1992, Wilson and O'Connor 1990 (Trotter 1993:20-21).

It is useful to distinguish two ways in which knowledge can be applied in practice. First, knowledge can be used to explain events retrospectively or to predict future occurences of behaviour, without the practitioner making any active contribution. For example, when completing an assessment (this involves making passive predictions). Second, the practitioner can be guided by appropriate knowledge when making decisions regarding the choice and implementation of interventions (this involves making active predictions) (Rosen 1996:109-110).

There are other factors which influence the context within which practitioners attempt to link theory and practice. In the absence of clearly articulated professional knowledge to guide intervention it is likely that agency rules and procedures will be used to guide or legitimise decisions. Rosen argues that agencies which do not have well developed professional practice protocols are likely to be characterised by normative, highly programmed activities (i.e., those supported by established policy and procedures) which take precedence over unprogrammed and non-routine tasks (i.e., tasks guided by professional considerations) (Rosen 1994:572). A further consideration is the influence of managerialism upon professional practice. Elliot (1995) comments that the 'Management ideal' can become corrosive with an emphasis upon legal and procedural correctness. The goal of managerialism is to manage and monitor social work practice in keeping with the directives of social policy and budgetary constraints (Elliot 1995:19). The growing demand for greater accountability and scientific validity in social work has shifted emphasis from process and relationships to outcomes and technologies (Klein and Cnaan 1995:203). In the Community Corrections Service context the influence of managerialism and reliance on bureaucratic rules creates tension for practitioners regarding the exercise of professional autonomy and practice discretion and the requirements of administration and management. However external reviewers want to know why treatment decisions are made and practitioners are being asked to articulate their clinical rationale for any

recommended treatment. In a review of the administration of community-based sentences the New Zealand Audit Office expected:

> All offenders sentenced to supervision to have individual plans documenting the tasks and goals developed by the probation officer and case notes monitoring reporting frequency, any behavioural changes and achievements made.

The Audit Office added:

> To demonstrate the effect of the interventions used we looked at the numbers of offenders who had been convicted of an offence during the sentence, the regularity of attendance, and any identified changes in behaviour and attitude after any treatment programme. (Report of the Audit Office 1992:26)

Gendreau and Ross addressed the above issue when they argued that while it was possible to identify principles of effective intervention the primary issue regarding effectiveness surrounds the implementation of the available behavioural technology. They comment that;

> We are absolutely amateurish at implementing and maintaining our successful experimentally demonstrative programmes within the delivery systems provided routinely. This is what doesn't work! We have made only very tentative progress in examining the conditions under which the principles of effective intervention can be implemented and maintained successfully ... (Gendreau and Ross 1987:395)

A significant challenge for practitioners rests in devising and implementing models and processes whereby knowledge can be integrated into operational activities. In section three below a framework for integrating theory and practice will be proposed.

iv)   The Utility of Eclecticism

The fourth theme to be discussed surrounds the basis upon which practitioners

make choices regarding the use of theory to inform their practice.The relationship between social work theory and practice is reviewed by Payne who concludes that there are strong arguments in favour of eclecticism in using theory. The concept of informed eclecticism (combining different theories and practices and knowing what you are choosing between and why) provides the framework for an individual practice perspective which can be adapted to the changing requirements of modern social work. The importance of an informed eclecticism is made by Carew who argues that " eclecticism requires the critical consideration and understanding of the available theories before a decision is made about what should be used" (Carew 1979: 354).

The exercise of the eclectic option must rest upon a clear knowledge base regarding explanatory theory (an amalgam of theories which describe the role of social work, the activities and aims of social work and which explain or describe personal and social behaviour) and practice theory (which prescribes how social work theory can be applied by social workers in their interactions with clients) (Payne 1991 : 52). It is the quality of the interaction between practitioner and client which forms the focus of the final theme regarding the nature of social work practice.

v)   The Notion of Empowerment

The relationship between the client and worker can be viewed as the vehicle of the continuity of the social work process. It is the establishment and maintenance of this relationship which is the main instrument of service with the client (Payne 1991 : 27, see also Egan 1986, Reid 1978). The primary emphasis in a helping relationship incorporates the notion of empowerment of the client in terms of discrete activities. The argument that social work should be" liberatory and committed to social justice" is compelling (Jones & Novak 1993 : 211).

This theme is also advanced by Rees who argues that empowerment must also assume a political dimension if client self-determination is to be achieved. The power of Rees' argument lies in his focus upon establishing linkages between a

philosophical concern with social justice and the form of practice which would facilitate the experience of greater equity and fairness in the everyday lives of clients. It is Rees' determination to bridge the theory/practice divide which enhances the utility of his presentation as a resource in the development of a practice model.

The notion of empowerment advanced by Rees goes beyond the achievement of discrete goals to include the development of consciousness regarding discourse on power and applies equally to clients and social workers. He suggests that clients can be helped to learn to make their own evaluations of their experience and not be dependent upon the assistance of others. Further, the simple act of facilitating client insight regarding earlier coping is identified as a step in empowerment (Rees 1991 : 23). Rees places emphasis upon the mutual contribution of practitioner and client which should exhibit a concern for equity and a struggle for partnership. The client should be encouraged to exercise choice and be assisted in resisting a return to a state of powerlessness (Rees 1991 : 86-98).

Rees provides two objectives which serve as guidelines regarding the type of practice which could be aspired to using the empowerment prospectus. The first articulates a concern with social justice" the achievement of the more equitable distribution of resources and non-exploitative relationships between people", while the second is more focused upon discrete benefits for the client " the enabling of people to achieve a sense of power through enhanced self-respect, confidence, knowledge and skills" (Rees 1991 : 66).

Klein and Cnaan argue that "a successful practice model should be based on a combined approach of advocacy/empowerment and primary relationship" (Klein and Cnaan 1995:203). They cite Rose and Black (1985) in providing the following definition of advocacy and empowerment:

> Advocacy is an action oriented response to issues generated by the
> objective condition of clients, whereas empowerment is an ongoing

> and interpersonal process focusing on clients as citizens in a social
> environment ...
> (Klein and Cnaan 1995:204)

They further maintain that the adoption of a case management approach incorporating advocacy and empowerment will enable the practitioner to establish primary relationships with clients and that such relationships are crucial to successful service delivery (Klein and Cnaan 1995:204). In developing the Integrated Domestic Violence Practice Model particular attention has been given to incorporating content and procedures which reflect the concept of empowerment which has been articulated by Rees, Klein and Cnaan.

2.6   Concluding Comment

The above discussion has identified five core themes each of which can be seen to both exert an influence upon and to help define the domain of social work practice. It is within this domain that a constant dynamic exists between theory and practice. The influence of the scientific model is evident in the demands of stakeholders for validated empirical evidence with which to assess the effectiveness of interventions. It is therefore essential to develop practice methods which are based upon scientific knowledge. The significance of values rests upon the role they play in defining the practice context, while the ability to articulate a clear relationship between a valid theoretical knowledge base and practice methods is central to the claim of professionalism which is often advanced on behalf of practitioners. The capacity to move in an informed manner between different theoretical positions and models of intervention characterises the utility of informed eclecticism. This ability is central to an integrated practice perspective in Community Corrections where the Probation Officer is required to develop practice relevant interventions. The final theme of empowerment must be integrated within practice models in the Community Corrections context if the primary concerns for justice and human welfare are to be advanced through practitioner/client interaction. In the next section a

framework will be presented which seeks to define how the substantive issues surrounding the relationship between social work theory and practice can be incorporated into the day to day actions of practitioners in the field.

3. *A Framework for Integrated Practice*

Roberts succinctly advances the argument for an integrated position:

> We know that one of the key elements in successful programmes is having staff who clearly understand both the theoretical basis of any work and have the skills necessary for competent practice ... Practitioners must have a sound theoretical and intellectual understanding of the basis for the programmes that are being used. (Roberts 1995:232)

The Integrated Domestic Violence Practice Model which is outlined below has been developed within the perspective of Integrated Practice (ie., practice which is informed by theory and which is guided by clearly specified practice principles and standards).

Any model developed within an integrated practice framework should seek to meet the following criteria (which have been drawn from the five themes discussed above):

i)   The model must be scientifically valid.

ii)   The value perspective which informs practice must be clearly articulated

iii)   The theoretical base which informs and influences practice must be clearly defined.

iv)   The use of eclecticism must be explained.

v)   The process for empowering the client must be evident

The development of an integrated practice framework involves the practitioner completing core tasks within a practice context in accordance with a set of practice principles.

i)   Practitioner Tasks

There are four key practitioner tasks which must be addressed in order to meet the requirements of integrated practice. These tasks should also be an integral part of any agency policy regarding the development practice guidelines. First, there should be continuing development of the individual practitioner's theoretical knowledge base. This can be achieved through a combination of formal academic study, professional reading, peer and individual supervision. Second, there should be a continuing consolidation of the practitioner's skill base. This would involve regular assessment of competence and training in core areas of practice. Third, the practitioner should develop a set of practice statements (clear outlines of the explanatory knowledge used, the processes followed and the skills employed in approaching any given practice situation). Finally, there should be a process of regular review and evaluation of the effectiveness of practice. This can be achieved through the analysis of empirical evidence, obtaining feedback from clients and through the process of professional supervision.

ii)   Practice Principles

A further defining characteristic of an integrated framework involves the clear exposition of a set of principles to guide practice. These principles should reflect the values of the agency and practice context. The following set of principles are proposed regarding practice in the Community Corrections Service.

*   First, there must be a clear philosophical framework which guides intervention.

*   Second, the development of written policy guidelines are critical to achieving practice consistency.

*   Third, there should be standardised intervention actions.

*   Fourth, there should be regular monitoring of practice to provide quality assurance.

*   Fifth, the protection of victims must be central to any intervention with clients.

The relationship between the practice principles and practitioner tasks can be presented diagramatically (Figure 3). The practice principles define the parameters within which the individual practitioner is engaged in a continuous cycle of development and review of their knowledge and skill base.

Figure 3.   The Relationship between Practice Principles and Practitioner Tasks

Practice Principles

Clear Philosophical Framework

Protection of
Victims

Ongoing Development
of Knowledge Base

Written
Guidelines

Regular Assessment
of Effectiveness

Practitioner Tasks

Consolidation of
Skill Base

Development of Practice
Statements

Monitoring
of Practice

Standardised
Interventions
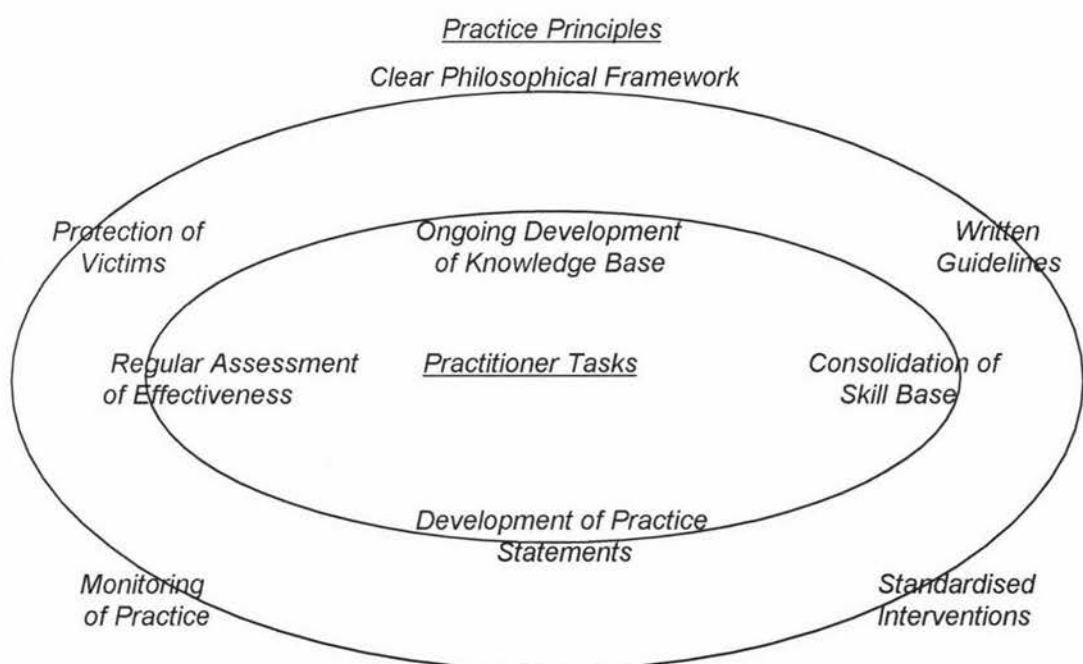
4.   The Integrated Domestic Violence Practice Model (IDVPM)

4.1   Theoretical Base of the IDVPM

The IDVPM has been developed drawing from three distinct areas of knowledge which are traversed in this section. First, domestic violence practice theory which provides explanations of aggressive behaviour and interventions which seek to influence individual patterns of behaviour. Second, the Case Management perspective has contributed. A Case Management model can assist both practitioners and managers to develop service delivery procedures which maximise the most rational and efficient use of resources. Third, issues surrounding the assessment of intervention with violent offenders are discussed. The Community Corrections Service must be able to convince major stakeholders (Minister of Corrections, Corrections Chief Executive Officer and Community Corrections Service General Manager) that the service delivery which is purchased contributes towards the achievement of the Government's Strategic Result Area of Community Security.

4.1.1 Domestic Violence Practice Theory

i)   Explanations of Domestic Violence.
The terms violence and aggression may be used synonymously; both refer to behaviour which is an act of harm to another person. McMaster and Swain provide a comprehensive definition of violence in which the following behaviours are identified as being violent: physical abuse, verbal abuse, emotional abuse, sexual abuse, threats and intimidation (McMaster & Swain 1989 : 22).

Violence is frequently associated with anger and the distinction between the two terms is often confused. Anger is an emotion which is felt by an individual. It can be a legitimate feeling the same as happiness or sadness. Violence is a behavioural action. This distinction is critical because it is the manner in which individuals express anger which can be problematic, (i.e., acts of violence) not

the experience of the emotion.

Social learning theory has considerable explanatory power in relation to aggressive behaviour and provides a variety of ideas for the prevention of violent behaviour and the treatment of people who behave violently. Social learning theorists posit that aggression is learned behaviour and can therefore be unlearned and replaced with new more appropriate behaviours (McMaster & Swain 1989 ; 57-69, Department of Justice, Submission to the Committee of Inquiry into Violence 1986 : 15-16). Bandura (1973) provides a seminal articulation of the social learning perspective. He asserts that behaviour is learned through the influence of example and observation, therefore the process of socialisation is identified as being of primary importance. The concept of the transmission of intergenerational patterns of behaviour is a derivation of learning theory which suggests that aggressive responses to anger are often learned at home and that these responses are passed on from parent to child (Ritchie and Ritchie 1990).

A further example of learning theory is the concept of learned helplessness of victims who have learned through experience that they are unable to stop the violence towards them (Walker 1986). Walker's 'cycle of violence' is a model of what happens before, during and after a violent incident in which a male abuses a female partner. This explanation of behaviour posits that the violence is a pattern which has been learned over time (McMaster & Swain 1989 : 65).

A cognitive-behavioural approach focuses on changing not only behaviour, but also attitudes or thinking habits associated with violence, and on teaching more functional thinking skills (McLaren 1991 : 25-26). Batcheler states that cognitive-behavioural procedures enhance self regulation through the acquisition of cognitive skills which enable effective coping with stress on cognitive, affective and behavioural dimensions (Batcheler 1991 : 7). The components of a cognitive-behavioural treatment programme are succinctly summarised by Faulkner, Cogan, Nolder and Shooter as" anger management, communication skills development, assertiveness training, and the

development of problem-solving skills" (Faulkner et al. 1991 : 247).

There are other theoretical influences which the practitioner should be aware of and take into account, in particular sociological and feminist perspectives. Practitioner familiarity with this knowledge-base is important because the client's social reality is also shaped by broader historical, social and cultural processes. In addition it is important for the practitioner to have developed and be able to articulate his/her own value base in relation to the substantive debates surrounding violence.

A review of sociological analyses of violence reveals a focus on the influence of structural factors upon individual behaviour. Newbold (1992), commenting upon New Zealand society, considers the impact of the economy, employment patterns and relative poverty upon increasing levels of violence. He identifies economic downturn as a principal cause of growing violence but cautions that the association is not direct.

The complex interrelationship and effect of sociological factors is further illustrated by Shupe, Stacey and Hazelwood (1987). They review the age, education, occupation and ethnic-racial background of a group of violent offenders and conclude that certain strains increase the likelihood of violence. While Lystad   comments that any comprehensive theory of violence must take into account factors at different levels" placing individual functioning within the social group and within cultural norms by which the group operates" (Lystad 1986: xxii).

There are two substantive feminist critiques regarding violence in western capitalist societies. The first surrounds the role of women in capitalist societies. Schechter (1982) identifies two conditions which reinforce male domination and violence in the family: the role of women as wageless domestic labourers or as a low paid 'reserve labour force' and the unequal division of labour where women are responsible for home and family. These conditions compound women's economic vulnerability and create obstacles for women who seek to

free themselves from their oppressed position (Schechter 1982 : 228).

The second feminist critique involves an analysis of violence as an expression of power, control and patriarchy. Walker states that feminist-political theories explain male violence as an attempt to gain the power which the patriarchal society teaches them to expect (Walker 1986 : 73). Violence within a relationship represents controlling behaviour that serves to maintain a power imbalance. This point is elaborated by Schechter who suggests that it is the" unstated power dynamic and the restoration of male authority or sense of well-being" which lies behind male violence towards women (Schechter 1982 : 222).

Feminist approaches, then, can be seen to challenge gender-based assumptions regarding rights of dominance and seek to raise abusers' and victims' awareness of oppression and hierarchical control (Sakai 1991).

The above discussion regarding theoretical perspectives on domestic violence leads to a consideration of how these explanations inform practice.

ii)   Practice Interventions

The social learning model provides a basis for the development of intervention techniques. Anger management training is the predominant strategy used in this intervention (Batcheler 1992, Corrections Operations Reviews of Outcome Research 1991a and 1991b).

In a comprehensive literature review of intervention programmes with violent offenders, Batcheler evaluates the relative effectiveness of skills acquisition programmes. He concludes that" Overall, cognitive treatment appears to be the single most powerful treatment component followed by relaxation training. Combined cognitive and relaxation treatment programmes appear popular and may have some additional benefits over cognitive treatment alone" (Batcheler 1991 : 11). The importance of cognitive processes is also supported by McKay (1991 : 4) and McLaren (1991).

The understanding of family violence can be seen to have evolved through three major phases, each characterised by different practice interventions. First, a victim-oriented phase associated with the women's shelter movement with a focus upon protection of the victims of violence. Second, a phase involving the direct treatment of male offenders associated with the men for non-violence groups and anger management group intervention programmes. Third, a family systems oriented phase characterised by multiple paths of causation and intervention. The final 'systems' phase was pioneered in Duluth, Minnesota where a range of existing agencies and services were co-ordinated to deliver a consistent response to assailants and victims of domestic violence (Goolkasian 1986). In New Zealand this approach was first introduced in Hamilton where a co-ordinated, inter-agency approach has been trialed (Robertson, Busch, Ave and Balzer 1991).

What emerges from a review of the social learning, cognitive-behavioural, and systems models are some principles which can be used to guide practice in any situation:

(1)   There must be a clear philosophical framework which guides intervention.
(2)   The development of written policy guidelines are critical to achieving practice consistency.
(3)   There must be standardised intervention actions.
(4)   There must be regular monitoring of practice to ensure the practitioner avoids collusion with the offender.
(5)   The protection of the victim must be central to any intervention.
(6)   There must be ongoing evaluation regarding victim safety and the achievement of the goals of intervention.
       (Robertson et al 1991, Goolkasian 1986, Report of a National Inter-Agency Working Party on Domestic Violence 1992).

The above discussion of theoretical explanations of violence (social learning, cognitive-behavioural, sociological and feminist) and review of practice interventions (including identification of practice principles) establishes a

framework from which a model for practice can be developed.

4.1.2 Case Management

The structure of case management systems is central to service delivery in the Community Corrections context. Probation Officers are required to exercise the dual responsibilities of administration of a legal sanction and the provision of rehabilitative assistance to clients. A well constructed case management system will allow the practitioner to meet both the requirements of statutory and professional accountability and those of the integrated practice perspective.

i)   Purpose of Case Management

The process of case management provides a linkage between a practice perspective and service delivery. Case management can be viewed as a vehicle through which the practitioner seeks to achieve the objectives of practice. The practice of case management in the Community Corrections context is guided by instructions contained in the Community Corrections Manual. Case management is defined as" the effective and consistent planning and co-ordination of programmes and services to address the causes of offending" (Community Corrections Manual 1995 Section G.11). A sequential process is followed which involves the preparation of an intervention plan, regular assessment of progress and review upon termination of sentence.

A brief review of recent commentary regarding the nature of case management reveals a number of points of agreement. Rothman has developed an empirically grounded model of case management and suggests that case management incorporates two broad functions. First, the provision of individualised advice, counselling and therapy to clients. Second, the linking of clients to needed services and supports in community agencies and informal helping networks (Rothman 1991: 520). This conceptualisation is shared by Moore who draws a distinction between enabling and facilitating (coordinating) roles (Moore 1990: 446). Netting draws a further role distinction between advocacy and gatekeeping, commenting that balancing these two functions

presents a difficult task for a case manager (Netting 1992: 161). Abels and Murphy sugest that the goal of case management should be the achievement of positive consequences for the client (Abels and Murphy cited in Wolk, Sullivan and Hartmann 1994 : 154).

In summary, case management involves three interrelated dimensions: direct clinical intervention; co-ordination and brokerage of services, and the administration and management of resources. The IDVPM addresses each dimension of case management and provides clear guidance to practitioners regarding the actions which are required to successfully implement the model.

ii) Processes involved in Case Management

The processes involved in effective case management are described by Rothman as a highly complex practice function. Rothman's schematic model of case management intervention involves the following sequential stages: access to agency; intake, assessment, goal setting; intervention planning and resource identification and indexing; linking clients (formally to agencies and informally to families) and monitoring; reassessment and outcome evaluation (Rothman 1991: 523). The model was constructed through the use of "intervention research" (action research) and represents a grounded approach. It is important to note that while a series of stages have been identified in practice the separate functions overlap and interact with one another.

Wolk et al. provide discussion on managerial activities commonly undertaken by practitioners and identify three primary groups of activities which impact upon case management. First, interpersonal activities which occupy up to one-third of a case manager's time, these include provision of therapeutic, crisis and support services to clients and liaison with external services. Next, informational activities which include: monitoring (gathering information); disseminating information within the agency and sharing information to people external to the agency. Finally, decision-making activities, which include: entrepreneurial actions which seek to enhance agency performance through the development of new resources, programmes and opportunities; conflict

resolution; resource allocation; negotiation (Wolk et al. 1994: 155-157).

Austin divides case manager actions into two groups. First, client level tasks which include outreach, assessment, care planning, implementation, monitoring and reassessment. Second, system interventions which include resource development, agency policy formation, data collection, information management, programme evaluation, quality assurance (Austin 1992: 453).

In the Community Corrections practice context it is possible to identify the distinct clinical, brokerage and social monitoring roles. However the definition of these roles requires clarification if the agency is to achieve the outputs which have been contracted with Central Government (order compliance). The clear specification of a case management model would contribute to the achievement of this requirement. The above discussion provides a basis for the development of a case management practice protocol which can be enhanced through an action research approach.

iii)   The impact of resource constraints on Case Management

Case management increasingly occurs in an environment of resource constraint and contestability. Netting comments that case management is challenged to maintain a client-centred perspective and quality provision in a "cost obsessed environment" (Netting 1992: 162) This theme is also engaged by Rothman who identifies the influence of proponents of a minimalist welfare state who demand that social services be reduced and welfare spending cut (Rothman 1991 : 520). Moore advances the proposition that case management systems and practice can be viewed as dependent variables, arguing that the functions and structure of case management are determined by the integration and resources of the service delivery system.

In similar vein Moore comments on the near futility of practising in chaotic service environments without adequate resources. The development of integrated systems of care represent a response to the growing cost of social services and a common feature of such systems is the downward substitution of services (the development of community-based non-institutional programmes

which cost less) (Moore 1992 : 418-419).

Austin advances the idea of dysfunctional delivery systems arguing that many agencies pursue multiple and often conflicting goals and that clients' interests may be subordinated to some system imperatives. The significance of fiscal authority and accountability in case management practice is acknowledged and this is juxtaposed against the responsibility of social service agencies to provide services to vulnerable and at risk populations (Austin 1992 : 452-457).

The preoccupation with accountability and cost-effectiveness in service delivery will continue to have a significant impact on the shape of Community Corrections practice.   The challenge to meet the above demands, while maintaining therapeutic integrity and professionalism, is formidable but one which must be engaged if Community Corrections professionals are to resist 'capture' of their field of practice.

In developing the IDVPM, account has been taken of the expectations of Central Government (articulated in the Statement of Policy on Family Violence) regarding the role of the Community Corrections Service in this particular field of practice.

4.1.3 Assessment of Intervention with Violent Offenders

In considering the assessment of effectiveness of probation intervention Raynor (1996) cautions against a narrowing of focus on rates of reconviction following different sentences or programmes. He comments that it is important to recognise that "there are a range of 'stakeholders'... including offenders, agency managers, practitioners, sentencers and the community, who may have different investments and ideas about what would count as success". Consequently the type of indicator which is used to measure effectiveness should not be confined to reconviction rates but should also include offenders' attitudes, opinions and self-reported problems (Raynor 1996:187-188).

There are specific issues to consider in developing means of assessing effectiveness of intervention with violent clients.

First, there is a lack of baseline data against which to compare the behaviour of violent clients who have received treatment. A related issue involves ethical considerations surrounding the use of control groups. Most agencies involved in intervention with violent men would not consign clients to a non-intervention control group (Robertson et al. 1991, Corrections Operations Outcome Research 1991a and 1991b, McCord 1992, McLaren 1991, Furness 1994).

Second, the choice of assessment instrument must be related to the objective of the intervention. In the Corrections setting distinctions can be drawn between the measurement of : patterns of recidivism (a macro societal-level indicator); violations of the conditions of sentences (a meso systems-level indicator) and rehabilitative outcomes (a micro individual-level indicator).

Third, assessment of outcomes will be inextricably related to issues surrounding effectiveness of service delivery systems. Roberts identifies three levels at which issues concerning service delivery can be considered. At the agency level there is a need to "locate the range and type of provision which a service might reasonably be expected to provide for effective work with offenders"and to provide clear guidelines regarding "which practitioners and which agencies or resources would manage and deliver the various elements" (Roberts 1995:222). A second organisational level surrounds the need for a clear framework for the delivery, monitoring and evaluation of effective practice. This involves the development of policy regarding: the selection, assessment and allocation of offenders; the maintenance of quality and consistency of service provision; the evaluation of inputs, processes and outcomes. Roberts comments that practitioners must be committed to the idea that" evaluation is in itself a critical and inseparable part of being an effective practitioner" (Roberts 1995:229). Roberts' final level provides a focus upon the need for a framework to address "the availability, knowledge and competency of staff to deliver effective practice." This requirement highlights the need for an integrated

practice perspective (Roberts 1995:222-223). These issues are significant in the design of the IDVPM.

Fourth, assessment of the success or effectiveness of any intervention must take into account the definitions of stakeholders, the recipient of the intervention and the researcher. Leibrich (1993) provides discussion of the notion that change in offending patterns is often graduated. Offenders may not desist completely from further offending but might alter the frequency, degree of seriousness, or type of subsequent offending.

The interpretation of relative success or failure depends upon the perspective and objectives of the person making the assessment. While quantitative measures of recidivism are often used to assess intervention, alternative indicators can also have validity. For example, in the Hamilton Abuse Intervention Pilot programme completion of an anger management course was not associated with reduced likelihood of reconviction, however over half (54%) of the women who remained in direct contact with their partner/assailant considered that the men's programme contributed to their increased safety (Hamilton Abuse Intervention Pilot 1996:xvi).

A fifth consideration is the importance of obtaining external corroborative information. In cases involving violence where the client remains in a relationship with the victim it is essential that the viewpoint of the victim is obtained (Robertson and Busch 1992, Faulkner, Stoltenburg, Cogen, Nolder and Shooter 1991).

4.1.4 Summary

In this section discussion has been directed at the substantive issues which arise from three areas of practice, issues regarding: domestic violence; case management and assessment of intervention.

The IDVPM has been developed drawing upon the above theoretical base. The application of the model requires the practitioner to adhere to some prescribed practice steps and to accept the predominant social learning theoretical base. The feminist critique of violence as an expression of power, control and patriarchy is included in the model (Walker 1986 : 73). The inclusion of the feminist perspective is essential to the model however it is important to note that "the pro feminist perspective presents a formidable challenge to the conservative cognitions of most Justice clients" (Batcheler 1991 : 8).

In developing a practice model for use by Probation Officers it has been necessary to take into account that while the integrated systems model is currently seen to be highly effective intervention strategy (Duluth model and HAIP), there are few communities where this model has been fully implemented. The IDVPM seeks to provide the practitioner with clear guidance regarding the range of interventions which should be available to both the client and victim (s). The practitioner's responsibility to attend to not only the direct client (i.e., the offender) but also the victim(s) reflects a fundamental value premise which informs the IDVPM, i.e., that the practitioner's ethical responsibility to empower individuals must not be constrained by artificial agency boundaries. However, it is acknowledged that the type of action required by the practitioner to discharge this ethical responsibility does not extend to direct intervention with the victim(s) on a continuing basis.

4.2   The Structure of the IDVPM

I developed the IDVPM in order to provide Probation Officers with a set of practice guidelines, in light of the concerns which I held regarding current practice in the Community Corrections Service (the following were discussed in Chapter One: inconsistent practice methods; inadequate monitoring of client referral to external service providers;   inadequate assessment of the effectiveness of intervention; failure to address victim needs adequately and failure to obtain client feedback regarding the service provided).

The model as been developed drawing from theoretical bases discussed earlier in the chapter (domestic violence practice theory, case management and the assessment of intervention). The model is outlined in the Probation Officer's Handbook (Appendix Two). This handbook provides a brief description of the theoretical underpinnings of the model and an outline of the sequential stages involved in the model. It provides a clear specification of practitioner tasks and all relevant recording instruments are included.

The model is prescriptive for the following reasons: the complete implementation of the model should ensure a greater degree of practice consistency; the inclusion of interview schedules and case recording formats will serve as an aide memoire for practitioners to ensure that all core tasks are completed; the emphasis upon recording will also provide a greater degree of transparency regarding practice and enable practice to be audited more effectively. The IDVPM structure interlocks with current standard case management processes required by the Community Corrections Service, therefore practitioners should not have difficulty in adapting to the model. The role of the practitioner in the case management process is of central importance in the model. The practitioner is required to: complete an accurate assessment of client need; make appropriate referrals to other service providers; reinforce client compliance with the intervention plan; consider the needs of victims and be accountable by providing a clear chain of evidence regarding actions completed.

The characteristic which distinguishes the IDVPM from current guidelines regarding intervention with clients is the integration of a valid theoretical basis for action with the core case management process.

The model is predicated upon social learning theory and the use of cognitive/behavioural anger management training forms an integral part.

The IDVPM has been formulated against the following criteria:

First, the model must have theoretical integrity (i.e., it must be drawn from a clearly defined body of practice theory).

Second, the model must be able to be implemented by practitioners and be viable within the practice context.

Third, the model must be able to be evaluated and meet the requirements of internal and external reporting systems.

Fourth, the model must meet the identified needs of the client (both offender and victim(s)).

The model is intended for use with men who have been convicted of assault within a domestic context. While the knowledge/practice base is relevant to offenders of different cultural backgrounds it is not within the parameters of the model to include specific cultural adaptations. The case management base of the practice model allows for the referral of offenders to externally provided programmes which may offer alternative service delivery perspectives. What must remain central to the model are the theoretical foundations and the practice principles which are articulated.

The model has three sequential and interrelated stages : Assessment and Planning; Intervention and Reassessment; Termination. The IDVPM incorporates the core dimensions of case management which have been identified above as clinical intervention, coordination and brokerage of services, and the administration and management of resources. Each stage of the model will be outlined with reference to the instruments which are contained in the Probation Officer's Handbook.

4.2.1 Assessment and Planning

There are three key issues to be addressed during the assessment and planning stage. First, issues surrounding victim(s) safety. Second, the client's degree of motivation to change his behaviour. Third, the client's suitability to an intervention programme.

i)   Assessment

The first step involves an assessment of the client's aggressive behaviour, using a standard schedule contained in the handbook. At this time it is important for the practitioner to engage the client fully to ensure that they are making an informed decision to pursue treatment. Leibrich (1993) and Sakai (1991) emphasise the importance of client readiness in determining choice of intervention. Anger Management training is central to the IDVPM and must form a key component of the intervention because this approach provides clients with skills to cope with their negative arousal processes and with positive alternative strategies for coping with anger and stress (Sakai 1991:536).

There are five core categories of information regarding violent behaviour which are included in the schedule: personal experience of violence; perception of violence; use of violence; details regarding the offence which resulted in the present sentence; options available to the client regarding their violent behaviour. Guidelines for using the assessment schedule are contained in the handbook.

It is important for the practitioner to obtain corroborative information regarding the client's behaviour to provide balance to the account provided by the client (in particular corroborative sources will assist the Probation Officer to identify when a client may be rationalising or minimising). The client's partner, family, friends and employer are possible sources along with other agencies.

It is important not to expose the victim to further risk. If contacted informed consent must be obtained and the bounds of confidentiality clearly explained. The victim must not be interviewed in the presence of the client (who should be

informed that enquiries are to be made). Details regarding content and sources of corroborative enquiries are contained in the handbook. The Abusive Behaviour Inventory, which may be completed by consent, has been included in order to obtain clearer information regarding the types of violent behaviour which the client has used. This information can be used to target appropriate intervention with the client.

The safety of the victim is central to the IDVPM and the practitioner has three essential tasks to complete. First, the victim must be informed of appropriate support agencies. Second, the victim must be provided with information regarding the intervention which the client is undertaking. Third, corroborative information regarding client behaviour should be obtained (only with victim consent). The practitioner is required to summarise actions taken in regard to victim safety. The use of recording devices is an integral part of the IDVPM. The practitioner is continually required to reflect on their practice and to record actions completed. The 'checklists' serve as both a 'prompt' to the practitioner and as a transparent part of a quality assurance process for the agency.

The final step in the assessment process is the completion of the Assessment Summary which draws upon information obtained from the client assessment interview, victim interview and other corroborative enquiries.

In addition to the instruments contained in the IDVPM practitioners in the Community Corrections Service are required to complete a standard risk of offending assessment. While this instrument does not form part of the IDVPM the result of this assessment should be reflected in the case management plan and appropriate risk management strategies should be stated clearly.

ii) Development of Case Management Goals

A case management plan should be developed jointly by the practitioner and client. The plan must specify: the objectives of intervention (in behavioural terms); the actions required to achieve the objectives; how the achievement of the objectives will be measured; indicators of the effectiveness of the

intervention.

The first section of the plan involves the identification of the offence type, key intervention issues and the specification of the type of Community Corrections Service intervention (i.e., type of legal order imposed on the client).

The second section provides a framework for developing intervention goals. There are three sets of goals and measures. The first and second set will be common to all clients, while the third set provides the opportunity to focus upon goals which are more specific to the individual client.

The first type of goal has been labelled 'Societal Goal' and this reflects the desired outcome for the stakeholders (i.e., Minister of Corrections and the Chief Executive, Department of Corrections). The result of Community Corrections Service intervention should be a reduction in further offending (of the type which resulted in conviction) by the client. The measure of effectiveness will be the number of further convictions for the same or a similar offence (during the time frame of the intervention plan).

The second type of goals are 'Agency Goals', ones which reflect the outputs which are expected of the Community Corrections Service. The Community Corrections Service seeks to: manage client risk by enforcing the conditions of the sentence imposed on the client; and to reduce the risk of further offending by ensuring that the client completes an intervention programme. The measure of effectiveness will be client compliance with the conditions of the sentence.

The third type of goals relate to the individual client and should address issues acknowledged by the client and issues ascribed to the client. The individual goals are further differentiated between Risk Reduction Goals (which focus upon the acquisition of skills to effect positive behavioural changes) and Educational Goals (which focus upon the development of pro-social knowledge and beliefs). The measures of effectiveness will be developed by the practitioner and client and could include: client self-assessment; practitioner

observation and feedback; external corroborative reporting (for example, from the victim or a service provider).

4.2.2 Intervention and Reassessment

i)   Intervention

The intervention stage of the IDVPM focuses upon the implementation of the case management plan. There are two main activities to be managed by the practitioner: referral of the client to internal and/or external service providers; case monitoring of the client's progress towards achievement of the case management plan.

All referrals to service providers must be made in writing and acknowledged by the client. There must be a clear contract with the service provider regarding: the nature, duration and cost of the service; the goals of the intervention, provision of feedback and assessment; advice regarding client non-attendance. Internal Service Providers are defined as: Department of Corrections, Psychological Services and programmes run by the Community Corrections Service. External Service Providers can be individuals and organisations offering intervention programmes which meet standards for accreditation.

The maintenance of appropriate case records are essential for two reasons. First, to provide an adequate level of professional accountability to both the client and the agency. Second, records form an integral part of the intervention process and they should be dynamic process documents which are prepared in conjunction with the client. Case records should provide evidence of: practitioner/ client contact; review of the intervention plan; discussion of the content of intervention and the application of skills by the client; practitioner reinforcement of client commitment to intervention; the resolution of obstacles; the record of corroborative enquiries.

ii)   Re assessment

A formal three monthly assessment provides the opportunity to summarise and evaluate intervention strategies, client response and to revise the initial case management plan. The assessment format is less structured than the case management plan and the assessment should focus upon the substantive issues and be completed in consultation with the client.

4.2.3 Termination

The termination process involves two key tasks, the preparation of a 'safety plan' and the completion of a Termination Report.

i)   Preparation of a 'Safety Plan'

It is essential that the client develop a plan of action which will extend beyond the period of official intervention. The minimisation of risk to potential future victims must be the guiding principle in relapse prevention planning. The challenge for the client is to maintain positive changes without relapsing back to old patterns of behaviour.

There are two related tasks involved in preparing a 'safety plan'. First, factors and situations which place the client at risk of returning to abusive behaviours should be identified. Second, a support system should be developed to help reinforce change and provide assistance to the client when difficult situations arise. If the client has attended a structured intervention programme a 'safety plan' is likely to have been prepared, this plan should be incorporated into the case management record. Guidelines have been prepared to provide direction to the practitioner in assisting the client to develop a 'safety plan'.

ii)   Termination Report

The final case management termination report should be prepared in conjunction with the client. The report should contain: a summary of the client's response to the sentence; specific comment regarding the achievement/non achievement of the case management plan objectives; an outline of the client's

'safety plan'; identification of any remaining areas of concern; an assessment of the client's potential to reoffend; comment regarding the likely benefit to the client of any future community based sentence. The report should also include reference to all corroborative reports and information which substantiate evaluative comments.

5.   *Concluding Comments*

The relationship between the three sections of this chapter can be presented as a series of concentric circles (Figure 4).

Figure 4.   The Relationship between Social Work, the Integrated Practice Framework and the IDVPM

Domain of Social Work Practice

Client Empowerment

Scientific Model

Integrated Practice Framework

IDVPM

Practice Principles

Theoretical Base

Practitioner Tasks

+

specific intervention guidelines

Eclecticism

Values

Theory and Practice
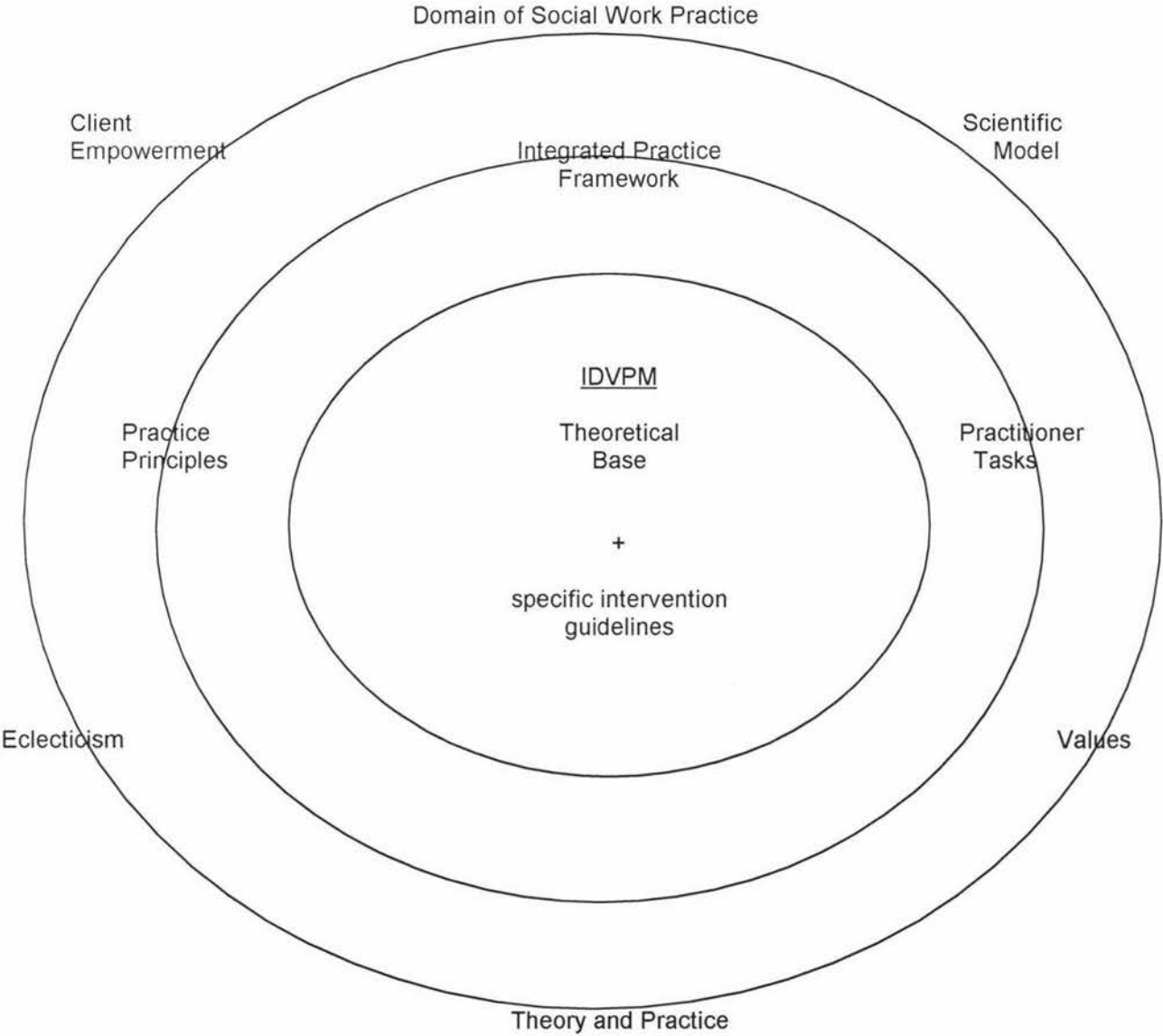
The outer circle, which represents the domain of social work practice, defines the parameters within which the inner circles are to be considered. In particular the following influences have been identified: the requirements of the scientific model; the impact of values; the relationship between theory and practice; the utility of exercising an eclectic option in using theory; and the notion of empowerment of the client

The second circle, represents the Integrated Practice framework, which has emerged from the issues engaged in the first circle . This is characterised by the identification of practictioner tasks and practice principles, and this framework in turn serves as a guide for the development of the IDVPM.

The final inner circle, representing the IDVPM, comprises a theoretical base and specific guidelines for intervention, i.e., how to apply the theory in practice. The influence of the outer circles should be reflected in the structure (content) and application (process) of the practice model.

In Chapter Two the influence of the values of economic rationalism upon the Community Corrections Service context was noted and the management of risk and use of validated intervention methods were identified as significant policy directions. It was further proposed that an integrated practice perspective should meet the challenges posed by these broader influences. The IDVPM represents a valid practice model which meets the criteria of integrated practice and also addresses the broader concerns for increased efficiency, effectiveness and accountability.

In the next chapter attention is directed towards the research process. This chapter engages the question of how to implement the IDVPM. The theoretical perspective which informs the research methodology is presented (this discussion covers the positivist and interpretivist research traditions and grounded theory). Further, the research methodology (action research) is outlined (including the rationale and issues surrounding its validity). Finally,

the structure of the research process is presented and ethical issues involved in the research are considered.

Chapter Four

Research Design

In this chapter the research design is presented through discussion of: the theoretical perspective which informs the research; the methodology; ethical issues and an outline of the research process.

Theoretical Perspective

The Positivist and Interpretivist Research Traditions

Mishler, commenting on the work of W.G. Runciman regarding the philosophy of method in the social sciences, provides the following succinct statement regarding positivist and interpretivist research paradigms:

> Runciman frames the debate as one between positivists, who recognise that human behaviour is complex but see no obstacle in principle to the search for general laws and causal generalisations, and the proponents of a hermeneutic perspective. The latter view the contextually grounded meanings of human action as central and as requiring methods different from those in the natural sciences, that is, methods that are more appropriate to such questions as understanding the meaning of particular actions.
> (Mishler 1986, pp.139-140).

McNeill differentiates between the positivist and interpretivist traditions:

> Interpretive and positivist sociology ... have different views of the nature of society, of individuals, and of the relationship between them. The positivist will tend to see society as the object of study, and the individual as a relatively passive product of it. The interpretivist sociologist regards the individual as a conscious, active, choice-making being, and society as the outcome of their collective action. The research methods of the former are aimed at

discovering the objective and impersonal facts about society; the
methods of the latter are devised to make it possible to get at the
individual's consciousness and to spell out the shared world-view.
(McNeill 1986:60).

Positivist research is based upon the hypothetico-deductive model and tends to
rely on quantitative research methods which measure objective facts. In the
Community Corrections context concern with recidivism reflects the influence of
this approach. The positivist position assumes that the objective of Community
Corrections Service intervention with offenders is to reduce the recurrence of
deviant behaviour and that such intervention is causally related to the
achievement of this objective. In this tradition research regarding the
effectiveness of intervention focuses upon quantitative data such as
aggregated reconviction rates.

In contrast interpretivist research seeks to understand 'social facts' through
inclusion of the perspective of the subject involved in the social situation.The
issue of causal inference is considered to be more complex. For example,
Community Corrections Service intervention is considered to be only one of
many possible factors (independent variables) which might impact upon the
individual's deviant behaviour (dependent variable). While the objective fact of
recidivism is not ignored or discounted, the interpretivist position is also
interested in the subjective experience of the individual.

It is important to note that the distinctions between positivist methods and
interpretive methods are not clear cut and it is more useful to view the different
methods as being placed on a continuum. At the quantitative end are methods
involving high numbers of respondents, such as social surveys and use of
aggregated data (for example crime statistics). The collected data is then
evaluated using measures, for example statistical tests of significance. At the
opposite, qualitative end of the continuum methods involve fewer respondents,
such as interviews, case studies and participant observation. The information
obtained is evaluated using techniques such as content and thematic analysis.

Allen-Meares observes that during the mid 1980s the social work research field "witnessed a very interesting and lively intellectual exchange about the relative merits of quantitative and qualitative research methods" (Allen-Meares 1995:5). Critics of the quantitative tradition pointed to: a preoccupation with the desire to attain greater respectability in the academic community; a failure to recognise the subject-subject rather than the subject-object relationship that existed between the researcher and subject; the complicated nature of research is social work with uncontrollable environmental conditions and the influence of extraneous variables. The advocates of the qualitative approach " maintained the superiority of their approach to delve beneath the surface of aggregate data and important phenomena and to formulate theories to inform practice and research " (Allen-Meares 1995:5). The result of the debate has been a leveling of the relative importance of quantitative and qualitative methodology, with each research tradition being able to meet the requirements of scientific validity.

It is important that any research methodology be congruent with both the subject and purpose of the enquiry. The present research seeks to obtain information regarding the experience of persons directly involved in, and affected by, a particular practice method. The interpretivist methods which have been utilised are better able to address this research focus. The discussion now moves to a consideration of an inductive theoretical perspective and the research methodology.

Grounded Theory

The theoretical perspective which informs this research proposal is inductive or 'grounded' theory, while the research method which derives from this perspective is Action Research.

Babbie (1989) provides a clear distinction between the use of inductive reasoning (from facts to theories) and deductive reasoning (applying a theory

to a particular case). The inductive construction of theory moves from concrete observations to a general theoretical explanation. Allen-Meares observes that 'During the 1960s grounded theory challenged the dominant paradigm of logical deduction and advocated an inductive approach involving the development of concepts that, when combined, yielded theory from data' (Allen-Meares 1995:6). Glaser and Strauss use the term grounded theory in reference to the inductive method of theory construction (Babbie 1989 : 35-56).

Miles comments that a grounded approach involves "being open to what the site has to tell us", and slowly evolving a coherent framework rather than "imposing" one from the start (Miles 1983 : 119). The inductive process however, is not linear and there is a role to be played by a priori concepts. Bulmer cautions that there is an "interdependence of observation and concepts rather than the temporal priority of one or the other" (Bulmer 1984 : 256). This point is reinforced by Miles who refers to a tension between the need to develop grounded theory and the need for clarity and focus. He adds that "research projects that pretend to come to the study with no assumptions usually encounter much difficulty" (Miles 1983 : 119). Babbie reinforces this dialectic between induction and deduction in his comment that "theory and research interact through a never-ending alternation of deduction, induction, deduction" (Babbie 1989 : 44). In relation to the present research I have the primary research question has been defined on the basis of my knowledge and experiential base, which is drawn directly from the Community Corrections field of practice. A researcher who did not have any prior experience of the practice context would experience greater difficulty in directing the research process towards the substantive issues.

Babbie (1989) identifies three purposes for social research: exploration; description and explanation. The present research is an exploratory study which will contribute towards the development of a case management method which could then be the subject of an explanatory research project. The use of an action research methodology locates the project within the 'grounded' interpretive tradition. The characteristics of the action research approach will

be discussed in the following section of this paper. At this juncture it is sufficient to note that the action research approach requires that knowledge and interpretation of phenomena must be grounded in the reality of practice (McNiff 1992 : 15).

Method

The field research was undertaken using an "applied" or "action research" approach. This involved collaboration between the researcher, field practitioners, and clients. The primary research goal was the refinement and development of the case management model in accordance with the key criteria of: therapeutic integrity, practice viability, evaluation and client need.

Action Research

Lees argues that ethical and operational difficulties are inherent in applying the traditional scientific experimental model to social work practice. He also notes that social workers place a low priority on assimilating knowledge from the results of formal research projects (Lees, 1975). Action research offers an alternative approach which has a number of salient features:

- the researcher and practitioner are engaged in a dynamic interactive relationship as part of an ongoing experimental process.

- the research is concerned with ongoing developmental work, rather than with a one-off evaluation.

- the practitioner is encouraged to be reflective about his/her own practice in order to enhance the quality of service delivery for self and client.

- the process is participatory and collaborative (it is research with rather than research on)

- the approach involves being aware and critical of practice (Lees, 1975, McNiff, 1992).

The action research approach is premised on the assumption that the function of research in social work should be to increase the practitioner's ability to provide an effective service. The research process in social services should be concerned with practical problem-solving.

Lees identifies the need for practitioners and administrators to understand and accept the value of social research techniques and maintains that, in turn, researchers must develop an understanding of, and sensitivity towards, social work practices (Lees, 1975 : 80). This mutual understanding and collaboration is essential to the advancement of valid research regarding social work practice. McNiff (1992) maintains that action research is a method of bridging the gap between theory and practice by engaging the practitioner in the research process.

McNiff provides a succinct review of the development of the action research approach (McNiff, 1992). A central feature of the action research approach is the systematic process of planning, acting, observing, reflecting and re-planning.

Rationale for the Method

There has been significant re-structuring within Community Corrections over the past twelve months and this process will continue. The most significant change has been the disestablishment of the Department of Justice and the formation of a separate Department of Corrections (subsuming the previous Community Corrections, Penal and Psychological Services Divisions). There is now increased emphasis upon the requirements of efficiency and effectiveness,

coupled with the new imperatives, contestability and contracting. If the Community Corrections Division is to retain tenure of service delivery contracts then the development of practice models will be essential. The legitimation of any approach to service delivery will be dependent upon the political context and the wishes of the key stakeholders (in Community Corrections they are the Minister of Corrections and the Chief Executive, Department of Corrections). In the present community corrections context there is significant pressure to demonstrate the effectiveness of service delivery interventions (ie to reduce reoffending). The action research approach is able to accommodate the empiricist demand for quantitative measurement (of recidivism and compliance) while also addressing fundamental practice issues (the integration of theory and practice; the implementation of a practice model).

The action research approach which is proposed falls within the enlightenment tradition of social research which places importance on the social context within which the research is taking place. In such a tradition the researcher is clearly located within the process under review and he/she emphasises alternate ways of thinking about the issues which have been presented by the different stakeholders (Finch, 1986: 211, Bulmer, 1982: 47). Further, the enlightenment approach seeks to be responsive to the often competing needs of stakeholders and to develop knowledge which extends and challenges the existing institutional frameworks (Lindblom, 1986: 179-80, Guba and Lincoln, 1986: 73-74, Bulmer,1982: 47).

There will be a combination of qualitative and quantitative methods employed in developing measures of effectiveness of the practice model. This is considered to be important in establishing validity of a model of practice. Jick suggests that the effectiveness of triangulation (the combination of different methods) lies in the compensatory effects of alternate methods; the weaknesses of one method will be counter-balanced by the strengths of the other (Jick 1983: 137). While the primary emphasis of the research rests upon the development of a model based upon the qualitative experience of the participants there is also a need to meet the requirements of other

stakeholders. The development of alternative level measures of effectiveness (macro, meso and micro) will involve the use of both quantitative and qualitative methods.

The method raises some ethical questions (significantly, informed consent, confidentiality and conflict of interest) which will be considered later. At this point it can be noted that a central concern which informs the research is the notion of empowerment. In Chapter Three the argument was advanced that empowerment involves both the achievement of discrete goals and the development of consciousness regarding discourse on power. Peile comments that:

> The most noticeable limitation of the post-positivist view (as was the case with the positivists) is the absence of a recognition of the creative capacities of clients and research subjects in the theorising, research, practice process.
> (Peile 1994:20)

The method used in this research was designed to involve the research participants, recognising the unique perspective which they hold.

The use of the action research approach provides an opportunity for the participants involved in the application of a practice model to be able to contribute to the ongoing development and evaluation of the model.

Validity

Berk and Rossi argue that "validity represents a set of scientific criteria by which the credibility of research may be judged. As such, it involves matters of degree; studies are more or less valid". (Berk & Rossi 1990 : 16). They identify different types of validity (construct, internal, external and statistical conclusion) and comment that there will be differing views regarding the relative importance of different types of validity.

A key consideration in adopting an action research approach surrounds the issue of causal inference, the degree of external validity attributable to the data and contingent conclusions. Action research can be criticised as being subjective and therefore unreliable. The validity of the results of the proposed research will be examined from the perspectives of the key stakeholders: management, practitioners and clients. McNiff (1992) provides discussion regarding criteria for establishing validity in action research and identifies dialogue (the method of question and answer) as a central feature. The logic of question and answer (dialectical logic) is identified as being of particular interest to action research because it stresses the need to find appropriate questions (which means that the researcher is thinking critically about the practice issues under consideration).

McNiff concludes that a claim to valid knowledge may be realised only through interaction and argues that the issue of validation reflects the strengths of action research (its relevance, emancipation, democracy and collaboration) (McNiff 1992 : Chapter 11). An action research process was used in this project. The Integrated Domestic Violence Practice Model was assessed from the perspective of three groups of research participants: the clients, the victims (of the clients) and the Probation Officers. The processs involved collaboration between the researcher and all research participants. The researcher used the process of question and answer to identify and elaborate upon the issues which were of relevance to the participants. The knowledge which has been derived, as a result of the research process, has been validated by the research participants.

Outline of the Research Process

The research process involved four distinct stages. First, the development of the initial IDVPM. Second, the implementation of the IDVPM using an action research framework to obtain data and feedback. Third, the analysis of the data. Fourth, the review of the results of the research and the revision of the IDVPM.

i)   Development of the Initial Practice Model

I prepared the preliminary draft of the practice model based upon: my practice experience; a review of case management theory; a review of explanatory and practice theory regarding intervention with violent offenders.   This draft has been reviewed in Chapter Three.

ii)   The Implementation of the IDVPM

The model was implemented at two separate Community Corrections District Offices located in the Lower North Island.

The Research Participants

a)   The Probation Officers

An information sheet was made available to Probation Officers in the two districts and registrations of interest were invited. Probation Officer selection was made following an interview with the researcher. There were two selection criteria : knowledge base regarding domestic violence and demonstrated experience in working with violent men.   During interview Probation Officers were asked to articulate their practice perspective (demonstration of knowledge of anger management training, the cycle of violence and the feminist critique of violence as an expression of power, control and patriarchy) and practice experience (relevant experience could include: group work with violent men, involvement in a violence stopping programme, structured individual casework which draws consciously upon practice theory).   The selected Probation Officers were invited to complete a written consent form as research participants (refer to Appendix One).

The three Probation Officers who participated were all women and each classified themselves as being of European descent. Two Probation Officers had eleven years practice experience in the Community Corrections Service and one Officer had four years experience.   A one-day training programme was provided for Probation Officers involved in the trial implementation of the

model. The objectives of the training were: a) to obtain commitment to the research project and to resolve resourcing issues; b) to review the research process and tasks; c) to review the core components of the initial practice model.

b)   The Clients

The research did not involve a test of the effectiveness of the intervention model per se but of the utility of the model as a practice tool, therefore there was no need for a control group or a pre- post-test design. Clients were allocated to participating Probation Officers in accordance with existing District practices (usually clients are allocated on the basis of practitioner expertise and current workload). All clients had been convicted of Assault involving their female partner. The clients received a copy of an information sheet and were invited to participate in the project. Participation was voluntary and all potential participants were interviewed by the researcher who provided further details regarding the research and requested informed written consent from each participant.

Clients participated in the model depending upon their situation with regard to the case management process at the time of the commencement of the research. All client participation contributed to the critique and development of the model.

There were eight clients who initially consented to participate in the research. One client left the research area during the course of the research without contacting the researcher or making any arrangements for further contact. The other seven clients all participated fully in the research process.

The ethnicity (self-defined) and ages of the clients was:

European / Pakeha N. = 3   Maori N. = 3

One client described himself as Pakeha / Maori

Age	European / Pakeha	Maori
20-24 years -	*1*	
25-29 years	*2*	*1*
30-34 years		*1*
35-40 years		
40-45 years		*1*

c)   The Victims

The female partners of clients convicted of Assault received a copy of an information sheet inviting participation in the research.   Participation was voluntary and all potential participants were interviewed by the researcher who provided further details regarding the research and invited informed written consent from the participant. In order to ensure anonymity I have not included any identifying information regarding any victim.

The Data Collection Methods

Yin (1994) identifies three principles which have been used to guide the data collection process:

i)   The use of Multiple Sources of Evidence (which converge on the same set of facts or findings). Yin points to triangulation as the rationale for using multiple sources of evidence.   This involves the development of converging lines of enquiry.   This is likely to make any conclusions more convincing because they are based on different sources of information, following a corroboratory mode.   In assessing the IDVPM three different groups of respondents have provided their interpretation of the impact of the model.

ii)   The creation of a Case Study Data Base (a formal assembly of evidence distinct from the final case study report). I have compiled a data base which, in

principle, another researcher could review and not be limited to the final written report. The collation of the case study data base increases the reliability of the entire research project.

iii)   I have maintained a Chain of Evidence (explicit links between the questions asked, the data collected, and the conclusions drawn).   This will allow an external observer to follow the derivation of evidence from initial research questions to ultimate research conclusions. (Yin 1994:78-101).

The following methods have been used:

a) A Case study approach

All Probation Officers completed a standard research journal for each participating client.   A case study approach has the advantage of being able to provide a comprehensive overview of the issues and uses a range of techniques.   The main disadvantage is that it can be time consuming, however the number of cases monitored in the research was relatively low and the use of the standard journal exerted some control on the volume of additional data which was collected.   Probation Officers provided additional comments which was incorporated into the data base.

b) Structured Interviews

I completed a structured interview with all research participants during the last period of data collection (copies of the schedules are in Appendix Four).   The interviews were conducted at a location selected by each research participant. These included: Community Corrections Office (clients 6, victims 3), the client's home and a coffee bar.

c) Site Meetings

I held three meetings with the Probation Officers during the course of the research.   The purpose of the meetings was to review the the research process and to resolve any issues raised by the Probation Officers.

d) *Research Journal*

I maintained a journal recording significant events and issues which arose during the course of the research.

e) *Summary of Data Base*

Interaction	Records
1. Researcher and Probation Officers	Informed Consent
2. Researcher and Probation Officers	Meeting notes
3. Probation Officer and Clients/Victims	Client Journals
4. Researcher and Probation Officers	Schedule re IDVPM
5. Researcher and Clients/Victims	Informed Consent
6. Researcher and Clients/Victims	Interview Schedule

Ethical Issues

The full application to the Human Ethics Committee is attached as Appendix One. At this point reference will be made to the principal ethical concerns arising from the research proposal.

Access to Participants

Participants were drawn on a voluntary basis from: Community Corrections staff, offenders convicted of an offence of Male Assaults Female, and female victims of assault.

First, Probation Officers were invited to register their interest in participation and selection of participants was be made by the researcher following an interview. The selected Probation Officers were invited to complete a written consent form as research participants.

Second, offenders who had been convicted of Assault involving their female partner were given an information sheet and invited to participate in the project.   Offenders who indicated an interest were interviewed by the

researcher who provided details regarding the research and a request for written informed consent was invited. The participation of offenders in the research was separate from their participation in any Criminal Justice proceeding. Offenders had the right to decline participation in the research project at any point, without prejudice to receiving future service from Community Corrections.

Third, the partners of the offenders, who were victims of assault, were invited to attend an interview with the Probation Officer where they were provided with a copy of an information sheet regarding the research and invited to participate in the project. Victims who indicated an interest were interviewed by the researcher who provided details regarding the project and invited written informed consent.

Victims who provided their consent were interviewed at their convenience in the venue of their choice and if they desired in the presence of their chosen support person.

My responsibility as the researcher was to each individual participant. My role was to ensure that all participants' rights were fully observed and to ensure that participation in the research was not influenced by external considerations. The Department of Corrections has an interest in the research as a stakeholder. However this interest is confined to receiving a copy of the final research report. The Department will not have access to any other information and did not have any influence regarding the research process.

Informed Consent

The principle of written informed consent can be regarded as the linchpin to ethical decisions. Once individuals had indicated an interest in participating in the research they were interviewed by the researcher. It was the researcher's responsibility to provide additional information and to clarify any questions raised by participants. All participants were informed of : the purpose of the research; their possible role in it; the criteria for selection; the protection they

would be given regarding anonymity and confidentiality; how the data would be used; their right to decline participation and withdraw without prejudice at any stage; to refuse to answer any questions without prejudice to any future service from Community Corrections, and to ask any questions at any point in the process. All participation was on a voluntary basis and all participants were asked to complete a written consent form which could be witnessed by a third party of their choice.

Anonymity and Confidentiality

The bounds of confidentiality were explained to all participants by the researcher. The researcher contracted not to disclose any information provided by a participant without the participant's prior permission. The only exception to this would have been any disclosure relating to the commission or likely commission of an offence or threat of harm to any third party or to the participant. The researcher advised both offenders and victims that in these circumstances the researcher would provide information to the assigned Probation Officer. This is also a legal obligation binding on any Probation Officer. Both offender and victim were advised of this by the Probation Officer with whom they engaged in any interview. All participants were appraised of the procedures for handling information and materials produced in the course of the research which ensure confidentiality. The researcher explained procedures to be followed to ensure that participant anonymity would be retained during the research process and in the final research report.

Potential Harm to Participants

The nature of the practice area under review is extremely sensitive and danger exists for participants involved in intervention surrounding domestic violence, in particular victims (and their children). Victims who disclose information concerning the behaviour of an offender often fear reprisal. There was no disclosure of information by the researcher which could place a participant at risk of further harm. Victims who agreed to participate were assured that information which they provided would not be disclosed to any third party without their permission unless that information indicated that either the victim

or other persons were at risk of harm. A core principle which informs the IDVPM is protection of victims and all participants were advised of this by the researcher.

Offenders who participated in the research experienced a more structured intervention model than they would have otherwise. To the best of my knowledge offenders were not disadvantaged through their participation in the research. Their involvement was separate to any legal requirements made in terms of a Court order and offenders cannot be prosecuted as a consequence of any failure to participate in the research project.

Participants' Right to Decline

Victims and offenders who participated had the right to decline to answer any questions they do not wish to answer, to decline to provide an interview even if they had previously agreed to such an interview and to withdraw from the process at any stage without prejudice to the receipt of future services from Community Corrections.

Uses of Information

All participants have access to any personal record compiled as part of the research, including interview notes, case journals and questionnaires. They have been provided with an executive summary of the results of the research and will have access to the final report on the research.

All participants were provided with a written outline of the research project which specified all intended uses of the results. They did not have any control over information offered by other participants. All data which has been presented in a report format and which is accessible to other persons has had all identifying information removed.

Conflict of Interest

It is anticipated that through the application of procedures regarding informed consent and confidentiality that potential sources of conflict of interest have been controlled.

The potential for a conflict to exist for an offender between their rights as a research participant and their obligations in terms of a Court order has been discussed above.

The research roles were distinct from any other roles which participants' occupied. I was not involved in the research as a Probation Officer and therefore avoided any potential conflict of interest which could have arisen from occupying dual roles. There were clear procedures which I was to follow regarding disclosure of information which ensured that I did not assume any other role in relationship to any participant.

The research sites were different locations from that where I work. I did not hold any prior knowledge of the offenders and victims who were invited to participate in the research. In the event that this situation had arisen I would have indicated that a conflict of interest existed and those potential participants would not have been invited to take part in the research.

I did not hold a direct managerial position in relation to the Probation Officers who participated in the research. The Probation Officers who participated were assured that any information regarding their professional competence which might have become evident during the course of the research would not be divulged by me to the Community Corrections Service.

The rights of victims who participated in the research were paramount. Victim safety issues took precedence over any requirement of the research. I was responsible for the integrity of the research process and, I trust, established adequate procedures to protect the interests of victims who chose to participate.

The interests of the Department of Corrections did not inhibit the aims and principles of the project and did not take precedence over the interests of participants. The Department was a stakeholder through sponsorship of the researcher and provision of resources to enable the research to be completed. However as indicated earlier, the Department did not have any direct influence in the research design or implementation. The Department will have access only to the final draft of the research report, which does not contain any identifying information regarding any participant which could prejudice a participant's right to receive fair and impartial treatment from the Community Corrections Service.

The purpose of the research was to develop the IDVPM as a practice tool, not to test the the effectiveness of intervention or to evaluate participants' responses. A clear distinction was drawn between research data (which focused upon process issues relating to the implementation of the practice model) and Community Corrections Service records (which focused upon content and outcome). The research involved participants in a parallel but separate process from those actions involved in the administration of any sentence imposed by the court.

The next chapter draws on the experience of the research participants. The data (taken from research journals and interviews with participants) is presented and analysed in line with the structure of the model.

Chapter Five

Data Presentation

In this chapter the research data is presented, and analysis is provided. The data has been presented sequentially, following the three stages of the IDVPM. Then within each section the data obtained from client journals, client interviews and victim interviews is presented and analysed in the same order (Figure 5, Data Presentation and Analysis).

In the analysis observations are made and key themes are summarised. This analysis forms the base for the discussion which follows in Chapter Six.

The Client Journals were completed by the Probation Officers. The purpose of the journal was to record information regarding the use of the IDVPM. The focus of the journal content was upon process, it was not intended to be a record of individual information. Seven of the original eight clients were interviewed regarding their involvement in the IDVPM (one had left the area).

All four victims who had participated in the IDVPM were interviewed.

The data is presented in relation to each of the stages of the IDVPM. This information was reviewed by the Probation Officers and their comments have been included in the analysis which I have incorporated in each section.

Stage One : Assessment and Planning

The assessment and planning stages involved the following processes. First, completion of an assessment schedule (including making corroborative inquiries and the consideration of victim safety issues). Second, the development of case management goals.

Figure 5.   Data Presentation and Analysis

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┌──────────┐
│ IDVPM    │
│ Stages   │
└──────────┘

┌────────────────────┐
│ 1. Assessment +    │──────────┐
│    Planning        │          │
└────────────────────┘          │
                                │
┌────────────────────┐          │
│ 2. Intervention +  │──────────┤
│    Reassessment    │          │
└────────────────────┘          │
                                │
┌────────────────────┐          │
│ 3. Termination     │──────────┤
└────────────────────┘          │
                                │
                    ┌────────────────────┐
                    │ Data Sources       │
                    └────────────────────┘

                    ┌────────────────────┐      ┌──────────────┐
                    │ Client Journals    │──────│ Analysis     │
                    └────────────────────┘      └──────────────┘

                    ┌────────────────────┐      ┌──────────────┐
                    │ Client Interviews  │──────│ Analysis     │
                    └────────────────────┘      └──────────────┘

                    ┌────────────────────┐      ┌──────────────┐
                    │ Victim Interviews  │──────│ Analysis     │
                    └────────────────────┘      └──────────────┘
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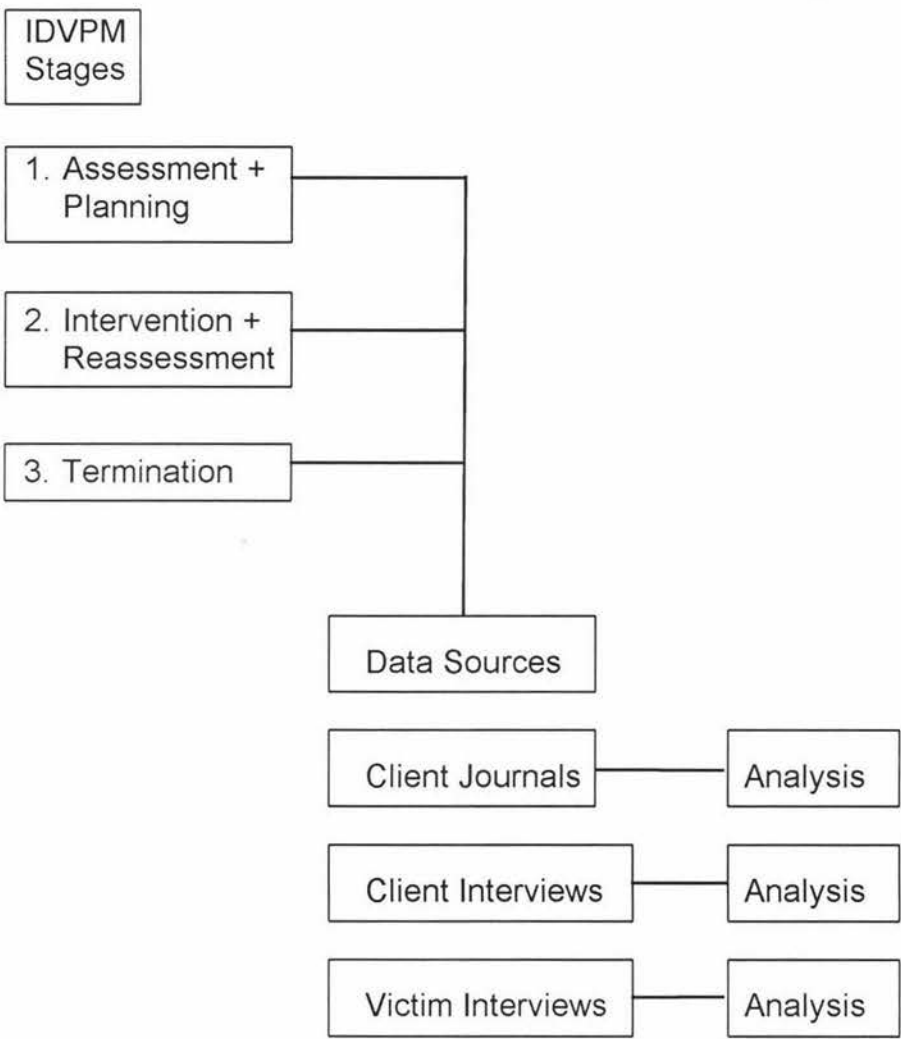
1.1.1   Assessment Schedule

The standard assessment schedule was designed to gather five core categories regarding the client's violent behaviour (use of violence, experience of violence, perception of violence, details regarding the current offence and intervention options).

a)   Client Journals

-       Two out of seven assessments were completed fully.

Probation Officers' comments regarding incomplete sections.

The Abusive Behaviour Inventory was completed by 2/4 victims.

'Perception of Violence' - the client had already completed an anger management programme.

Partial completion of all sections from accumulated knowledge [obtained by the Probation Officer] (report, group attendance, interviews) prior to the Client commencing on research group. To be reviewed with Client in person.

'Present Offences' - no summary available [Police Summary of Facts] Client had only vague recollection [of offence].

Probation Officers' comments regarding obstacles to completion.

The de facto partner did not wish to complete ABI.

Probation Officer illness and absences.

Time factor - the offence occurred in May 1995, the client was sentenced in October 1995 and was released from prison in April 1996. The client had difficulty in remembering details regarding the offence.

The time between sentencing and assessment was 12 months. The Client's alcohol abuse affected recollection of details. The Client's employment in another town reduced contact with the Probation Officer. The Client's failure to report for 1 month when his relationship with his partner deteriorated.

[Assessment was] not a clear process due to re sentencing on new charges. Probation Officer was on leave, plus erratic reporting [by client].

[The client's] wife did not want to [complete the ABI] - she said anger/violence was the Client's problem, he had been dealt with through the Courts and she did not want to look at it [the offence] again as it was in the past.

Probation Officers' General Comments.

The assessment would be easier at pre-sentence stage.   Diversion [from focus of intervention] through having to deal with crises.

The assessment schedule was completed over two sessions (1.5 hours in total).   The schedule was reviewed when completing the caseplan because the client was not able to link the two pieces of work.

The client was near termination therefore some sections were of minimal relevance (the client had previously completed a programme an anger management) The offence was reflected on [raised by the Probation Officer] if denial or minimisation creep in.

Analysis

The full assessment schedule was completed in only two of seven cases. The Probation Officers' identified a number of reasons for this:

- the 'perception of violence' section was not completed because the client had previously attended an anger management programme.

- the Probation Officer completed parts of the assessment schedule based on their previous knowledge of the client.

- clients had difficulty recalling details of offending because of the time lag offending and the assessment interview. This highlights the importance of full and informative records and sources of corroboration in developing an accurate assessment

- the unavailability of core information.

- at times clients were unreliable, failing to keep scheduled appointments.

- Probation Officer unavailability (due to illness) also impacted negatively

on the completion of the assessment schedule.

The factors which can potentially affect a structured assessment process are varied and reflect the dynamic nature of practice in the field.   It was suggested that it would be more appropriate to complete the assessment schedule prior to sentencing.   A final observation related to the time taken to complete the schedule (one and a half hours spread over two sessions) and the difficulty which the client experienced in linking the content of the two meetings.   This may have been specific to the particular client or may indicate that the assessment schedule (and process) require refinement in order to more actively engage the client.

The comment made regarding the victim's reluctance to complete the ABI appears to locate the victim within a parallel process of denial (not of responsibility but of involvement, she seems to be minimising the impact of the violence) - this suggests that the victim may benefit from referral to an appropriate agency for support.

b)   *Client Interviews*

Clients' responses to the question: "How clear was the purpose of completing the schedule?".
    "Clear".

    "Not too clear"... "just a bunch of questions'.

    "To see how PO intervention was getting across to client".
    "To see what can be improved".

    No comment

    "To see where I was coming from".

    The client stated that the process helped him to clarify issues and to "put things in

perspective". The process provided "a good guideline about deepest problems"

Clients' responses to the question: "How fully did the schedule cover issues which were important to you?"

The client advised that they had previously covered the material in other courses. Completing the schedule made the client "very aware" of his behaviour.

The client answered "I think so" [i.e., most important issues were covered].

" I learnt a lot about myself".

Other comments were: "Most", "Fully" and "Generally ok".

Clients' responses to the question: " What was uncomfortable for you?"

The process was "easy".

The client advised that some of the questions in the assessment were intrusive, "not your business", especially regarding "personal stuff". However he acknowledged that he was more open to questions now than he was in the past.

The client advised that "nothing" was uncomfortable.

The assessment process allowed the client to "get things out in the open". He acknowledged that some past personal information was sensitive but the Probation Officer "kept me at ease'.

The client felt "a bit uncomfortable the first time... [he] then settled down, felt at ease".

Clients' suggestions for improvement in the assessment process.

Three clients advised that had no suggestions for improvement.

The client commented that the questions needed to be explained - "more simple that I

could understand".

Analysis

The clients provided mixed responses regarding the clarity of the purpose of completing the assessment schedule. However they considered that the schedule covered issues which were important to them.

Three clients acknowledged that the process was sensitive and that they experienced discomfort. It is significant that all three then commented that they were later able to discuss these sensitive issues. The process between the client and Probation Officer is identified as an important factor in this shift.

One client expressed the opinion that some of the questions could have been put more simply. This is likely to be a process issue for the Probation Officers. It is important to constantly check with the client regarding their level of understanding and to re frame the questions if necessary.

c) *Victim Interviews*

Victims' comments regarding the purpose of their involvement in the assessment and process.

- The victim was consulted regarding the preparation of the case plan. She commented that it is important to find out the victim's view.

- The victim advised that the Probation Officer was in regular contact.

- The victim was vague regarding the assessment process.

- The victim advised that the client's case management plan had been completed before the research commenced.

Analysis

While the victims reported contact with the Probation Officer, only two made specific reference to the assessment process. One victim commented that it was important to include the victim's perspective in completing an assessment. A second victim advised that the client's case management plan had been completed before the research process had commenced.

1.1.2   Corroborative Enquiries

A key part of the assessment process involved making corroborative enquiries regarding the client's behaviour. The IDVPM guidelines suggested making multiple enquiries in order to obtain a balanced and objective assessment.

a)   Client Journals

Types of enquiry made by the Probation Officer.

The ex de facto partner advised that her relationship with C. was over. At that time she was "very negative'.

The victim; the victim's counsellor (by telephone); the client's psychotherapist (by telephone); the client's addiction counsellor (oral and written information);[Community Corrections Service] file information; Forensic service (oral).

The victim; the client's psychologist [Department of Corrections] (oral); the client's addictions counsellor (oral and written).

The victim was contacted during preparation of the Pre Sentence Report. She has been asked, only through the Client at this stage, to come in, and has been invited to attend the women's group. This needs to be followed by a home visit/phone contact to see if the messages got through.

The client's wife (victim). She was prepared to meet with myself and the client to discuss

ongoing problems which the client has agreed to address.

The victim (discussed safety issues and identified areas of concern).

The victim.

Probation Officer comments regarding obstacles to completion of enquiries.

The separation of the client and the victim.

The limited time able to be spent with the victim (due to the client's controlling behaviour)

The delay in receiving information from the addictions counsellor. A written report was not available from the psychologist [at the time of the assessment] (2 week delay).

Messages [not] passed on by partner.

A key part of the assessment process involved making corroborative enquiries regarding the client's behaviour. The IDVPM guidelines suggested making multiple enquiries in order to obtain a balanced and objective assessment.

Probation Officer comments regarding interviews with Victims.

The Probation Officer suggested that the victim consider a protection order and advised the victim to contact the Women's Refuge if she felt unsafe.
The [Police] summaries were not reviewed in detail due to time constraints. The Victim Impact Statement was held in Court and was not available.

The summaries and Victim Impact Statement were unavailable.

The victim was very clear about his [the client] present abusive patterns and what areas they appeared in, although the ABI was not completed.

Protection orders were not discussed (Victim's decision). The victim is currently living with the client. The victim has a support network through her family.

Analysis

There was a high degree of contact with the victim of the assault and frequent corroboration with specialists (psychologist, addictions counselors, psychotherapist and forensic team). However there was no mention of contact, by the Probation Officers, with family members or significant others.

The Probation Officers noted that on some occasions core information (the Victim Impact Statement) was unavailable. A key consideration surrounds the validity of an assessment which has not taken into account information which should have been available to the Probation Officer.

1.1.3   Victim Safety Issues

The safety of the victim is central to the IDVPM and the Probation Officer was required to: inform the victim of appropriate support agencies; provide the victim with information regarding the intervention to be completed by the client; obtain corroborative information from the victims (only by consent).

a)   Client Journals

Actions contained in the model which were not Completed

> The ABI.

> The victim seemed clear about her safety and saw her family as a support group to whom she could turn if the client was physically threatening. In other areas of abuse she felt that having discussed them in our meeting and with the client agreeing to change that they could work it out together with good communication.

Obstacles to Completing actions

> The victim's relationship with the client had ended.

Tension [during interviews] due to the victim's concern regarding the client's controlling behaviour.

The victim's minimisation of the client's behaviour and self-blame prevents her from being realistic. The victim does not appear to take her own safety seriously.

Analysis

The model involved three essential Probation Officer tasks: to inform the victim of appropriate support agencies; to provide the victim with information regarding the intervention which the client is undertaking; to obtain corroborative information regarding client behaviour, including completion of the Abusive Behaviour Inventory (only if appropriate and by consent).

The Probation Officers were able to complete all tasks with the exception of the ABI with one victim. The Probation Officers provided other comments regarding their perception of the contact with the victim which seem indicative of the victim's position of relative powerlessness (i.e., minimising the client's behaviour and blaming themselves).

1.1.4   Abusive Behaviour Inventory

a)   Client Journals

The ABI was completed by three of the four victims who participated in the research.

Probation Officers' comments regarding use of the ABI

The victim possibly minimised the client's behaviour [comment based on Probation Officer's past knowledge and experience of the victim].

The victim possibly minimised the client's behaviour.

The Probation Officer did not have the opportunity to discuss the ABI with the victim.

This perhaps highlights the need for even more contact (monthly had been agreed to).

The victim participated willingly and noted progress and areas of continuing violence. The victim became distressed [during interview].   The victim provided very honest answers. The story telling effect was noted.

Analysis

The Abusive Behaviour Inventory was intended to be used as a tool to assist in clarifying the nature, frequency and intensity of the client's violent behaviour. This information should be of use in determining an appropriate intervention strategy. Three of the four victims agreed to complete the inventory. There are frequent comments by the Probation Officers regarding the victims possibly minimising the client's violent behaviour.   There are observations relating to victim concern with a client's controlling behaviour and the victim blaming herself and not appearing to take her own safety seriously. These comments are indicative of the position of relative powerlessness of the victims. What action should the Probation Officer take in these circumstances?

The Probation Officer also noted in one case that the victim became distressed during the interview process.

b)   Victim Interviews

Victims' comments regarding the Abusive Behaviour Inventory.

The ABI was completed by three of the four victims who participated in the research.

The victim regarded the ABI as being useful because it provided the Probation Officer with the victim's view of the client's behaviour and helped the victim to clarify her understanding of abusive patterns.   The victim felt uncomfortable in providing full disclosure to the Probation Officer regarding some items, for reasons of personal safety. The victim stressed that her participation in the ABI was optional and that she disclosed only information which she felt it was safe to tell.

The victim was able to identify past experiences of trauma (with the client.) This assisted in her being able to identify the client's controlling behaviours, " [it] told me a lot about [the client]". The victim did not identify any issues regarding the use of the ABI. She described a collaborative approach in which the Probation Officer and victim read questions and discussed them together.

The completion of the ABI was described as a "stressful experience", however it helped the victim to clarify issues which were of importance to her.

Victims' comments regarding how fully issues which were of importance to them were covered.

The victim advised that the Probation Officer met her expectations. The victim experienced difficulty in providing full corroborative evidence regarding the client's violence because she was intimidated by the client's controlling behaviour.

The victim commented that issues of importance were covered.

The victim stated that she was "able to open up" to the Probation Officer who was "excellent, a good listener, easy to get on with".

The victim considered that she and the Probation Officer had "covered the ground". The victim advised that she was now able to "communicate better" with the client and that they were also "going out more" [these were case management goals and the comments relate to changes which had occurred during the intervention stage]..

Analysis

The inclusion of the ABI in the model was validated by the three victims. The victims were able to develop greater understanding of the client's behaviour and to clarify issues which were of importance to them.

There is clear evidence of the reality of the victim's situation. One victim frankly stated that she discussed only information which she felt safe to disclose to the Probation Officer. While the IDVPM provided the framework within which the Probation Officer, client and victim could interact, the objective

facts which constituted the total information pool were only those which the participants chose to disclose. In the case of victims there are clearly boundaries regarding the levels of disclosure to Probation Officers.

Two victims made comment regarding discomfort experienced while completing the ABI. However it is clear that the potential for this process to be damaging to the victim was controlled by the sensitive manner in which the Probation Officers conducted the interviews. The victims expressed a high degree of satisfaction with the quality of their relationship with the Probation Officer.

1.2.2 and 1.2.3   Case Management Planning

a)   Client Journals

Probation Officers' comment regarding the clarity of the process for the client.

> The client feels it was not difficult and that as he had a strong commitment to doing something [regarding violent behaviour]. The client considered that it was relatively easy to understand and take part in the process.

> The client had most difficulty understanding the difference between 'skill acquisition' and 'education' in the individual goals section. [The client was] also, unused to considering goals other than his own, i.e., 'societal' and 'agency', as well as understanding that his behaviour required measuring to identify changes and results. The client's limited time [at interviews] meant the planning process took some time to complete and each time having to recover ground.

> The client had some difficulty understanding the difference between 'skill acquisition' and 'education' in individual goals. The planning process took a long time because of client's limited time with me through his working away from [location], as well as dealing with crisis between him and his partner.

> The client was fully co-operative which made it easier. We 'learnt' the process together. The client says he did not feel confused.

Analysis

The Probation Officers noted varying responses by the clients to the case management planning process. All clients participated in the process however the Probation Officers observed different degrees of clarity ranging from no suggestion of confusion to difficulty in differentiating between core concepts (skill acquisition and educational goals). These observations may reflect differences between individual clients or they may relate to the clarity of the model and the method of presentation. The comment from one Probation Officer that the process was jointly 'learnt' with the client is indicative of a collaborative relationship.

Case Management Goals and Measures Developed by Probation Officers and Clients.

Client 1:   To : manage anger; resolve domestic relationship problem; improve self - confidence; resolve monetary problems; [take action to achieve] relaxation and fitness.

Client 2:   Societal [Goals]: Reduction in further offending of Male Assaults Female and Threatening to Kill.
Agency [Goals]: To manage the risk of reoffending by enforcing the sentence. To reduce the risk of reoffending by ensuring that the intervention programme is completed.
Individual [Goals]: i) Risk Reduction [to]: stop using physical violence towards [victim], other people and objects; stop using psychological violence towards [victim] and other people; stop using controlling behaviour towards [victim], and others; to manage drug use and stop using alcohol; to manage my negative thoughts. ii) Skill Acquisition: to be able to establish a stable daily routine; to improve my communication, assertiveness and problem solving skills; to manage my negative thoughts and feelings; to stop drinking alcohol; to manage my drug use; [to use] relaxation techniques. iii) Educational: to learn to recognize my anger and to channel it appropriately; to understand the differences between psychological abuse and controlling behaviour; to understand how my negative thoughts affect my behaviour; to learn strategies for managing alcohol and drugs. Measures: no new convictions for violence or alcohol and drugs; compliance with the sentence; self-assessment; [victim's] observation and feedback; psychologist's feedback; Probation Officer's observation and feedback; addiction counsellor's feedback.

Client 3:   Societal [Goals]: Reduction in violent offending.

Agency [Goals]: To manage risk of reoffending by enforcing the sentence; to reduce the risk of reoffending by ensuring that the intervention programme is completed.

Individual [Goals]: i) Risk Reduction: to stop using all types of violence towards [victim]; to control and reduce use of alcohol; to prevent negative thoughts affecting my behaviour. ii) Skill Acquisition: to improve communication, assertiveness and problem-solving skills; to be able to control my use of alcohol in social situations; to be able to manage my negative thoughts. iii) Educational: to learn to recognise my anger and to channel it appropriately; to understand the differences of psychological abuse and controlling behaviour; to understand how my negative thoughts affect my behaviour; to understand the effects and consequences to me of alcohol abuse.   Measures: Client's self-assessment; feedback from [victim]; feedback from psychologist; feedback from addictions counsellor; number of convictions for similar offences; compliance with sentence.

Client 4:   Goals: to be a non violent person; to return to relationship with wife (at the beginning of his sentence they were separated); [to] sort out money problems; to understand wife better.

Tasks: attend psychological services for an assessment (the client missed three appointments altogether but finally came right and attended the anger management programme, continuing voluntarily after his sentence finished); attend two dual sessions with wife and her Probation Officer and client and his Probation Officer; practice listening skills and better communication with assistance from psychologist and Probation Officer; (added later) attend and complete anger management group.

Client 5:   Societal Goal: To have a safe and secure community without violence. Community Corrections intervention should reduce further offending by the client.

Agency Goal: To reduce the likelihood of [client] reoffending by ensuring that [client] completes an intervention programme.

Individual Goals: i) Risk Reduction: to cease any forms of abusive behaviour towards [victim] including isolation, verbal and psychological violence; to spend quality time with [victim]to build a strong and valued relationship.   ii) Skill Acquisition: to encourage and develop communication skills by [client] in terms of expressing his feelings and thoughts.   iii) Educational: to enhance [client's] understanding of quality relationships which meet both people's needs.   Measures: self-assessment by [client]; feedback by [victim]; [Probation Officer's] observations and feedback; service provider's report; convictions for same or similar offence; [client's] compliance with statutory and special conditions of the sentence.

Client 6:   Societal Goal: Community Corrections intervention will reduce the likelihood of [client] reoffending.

Agency Goal: To ensure that [client] complies with his supervision order and in doing so reduce the likelihood he will reoffend violently.

Individual Goals: i) Risk Reduction: to stop all forms of abuse of his wife [name]. ii) Skill Acquisition: to develop alternatives to abusive behaviours like Time Out, Relaxation Skills, Conflict Resolution Skills. iii) Educational: to increase [client's] understanding of power and control issues behind violent behaviours. Measures: self assessment by [client]; observations by [Probation Officer]; Feedback by [victim]; compliance with the supervision order (statutory); service provider's report; further convictions.

Analysis

There was considerable variation in the presentation of the case management plans. Some goals were broad and lacking in specificity, while others were extremely detailed. There was a clear differentiation between the societal, agency and individual goals.

The model required individual goals to address both acknowledged and ascribed issues. The further distinction between risk reduction goals, skill acquisition goals and educational goals has been implemented. The individual goals were developed jointly by the Probation Officer and client. The inclusion of personal statements (for example, "to stop all forms of abuse of [name of wife]", " to spend quality time with [name of victim] to build a strong and valued relationship", " to prevent negative thoughts affecting my behaviour") convey a strong sense of client ownership of the case management plan.

The choice of measures include: objective indicators (further convictions and compliance with the sentence); corroboration from others (the victim, service providers); client self-assessment and Probation Officer assessment. This combination of measures (objective and subjective) is particularly significant with regard to the assessment of effectiveness of intervention.

Probation Officer comments regarding Client participation in Case Management planning.

[The client] used the knowledge [gained] on the Manline programme to isolate changes and goals that he wanted to achieve.

The client participated in process by working systematically through the case management plan format and considering carefully each section. The client completed risk/needs assessment to assist process as well as referred to previous assessments to be reminded of previous patterns of offending. The client was open to suggestions as well as putting forward his own.

The client carefully considered each section of the case management plan and systematically worked through how to achieve the goals. He completed a risk/needs [assessment] and utilised earlier assessments to ensure breaking patterns of previous offending. He completed the Abusive Behaviour Inventory scoring himself higher in all areas than his victim [had scored him].

[The client was] actively involved at all times. [The client] worked alongside Probation Officer, [the] discussion [was] very honest. [The client was] willing to participate. Dual sessions [were held] with wife and her Probation Officer as well as client and his Probation Officer.

Probation Officer comment regarding client participation in developing planned actions.

[The client] discussed with counsellor and with the group programme then checked out with the Probation Officer.
The client had previously participated in drawing up an earlier action plan for a previous case plan and was therefore able to understand what was required. He was receptive to some suggestions of mine and came up with others of his own.

The client had previously completed an action plan and knew what was required. He was receptive to suggestions by me and offered some of his own. He fully participated at all times.

The client took part in discussion with the Probation Officer and tried to encourage wife to have input. [The client] attended dual sessions very willingly.

Analysis

The process which has been described reveals a strong collaborative relationship between Probation Officer and client. The clients were active participants in the development of actions to be followed. There is also evidence of the involvement of victims in this process. The use of external information sources, the linking of the client's previous experiences and the recognition of behavioural patterns are all evident.

Types of actions specified in Case Management plans.

Time out; better communication (plus appropriate and meaningful).

To undertake a psychological assessment by 30.11.96; to undertake weekly psychological counselling for managing violence and my negative thoughts; to undertake weekly counselling for alcohol and drug abuse with [counsellor] of the Alcohol and Drug Centre; to take antabuse daily; to undertake residential treatment when a placement becomes available; to have a strategy in place for measuring and reducing psychological abuse and controlling behaviour by 5.12.96; to have a plan for a stable daily routine by 13.12.96.

To undertake an assessment by the psychologist by 12.12.96; to undertake an alcohol and drug assessment by 12.12.96; to undertake fortnightly psychological counselling from 12.12.96; to undertake monthly alcohol and drug counselling from 12.12.96; to have a strategy in place for measuring and reducing psychological abuse and controlling behaviours by 13.12.96.

He continued to identify areas he needed to change in as well as attempting to change in areas identified by his wife. He finally went regularly to his psychologist although after he missed three appointments they were reluctant to have him back. He was very enthusiastic about the group work and continued on voluntarily although his sentence had expired. He also approached Manline at the end of his sentence (voluntarily).

[client] to report each Thursday at 4.30pm to [Probation Officer] until [date specified] and then fortnightly until otherwise directed; [client] to attend a minimum of six counselling sessions with [service provider - time, date and location specified]; [client] to work on open communication with [victim]; [client] to reserve quality time for [victim], particularly Saturdays doing activities or spending time together; [victim] to be contacted/interviewed

monthly until [period specified] and whenever else she chooses without interference or dissuasion by [client].

[client] to attend 19/21 [programme specified] group sessions at [location and time specified]; [Probation Officer] to liaise with [victim] monthly and support her attendance at an appropriate women's support/education group; [client] to report each week [day and period specified.

Analysis

In general the types of action which have been identified are specific and measurable. The incorporation of details regarding time, location and duration are clear and reduce the likelihood of any confusion or dispute. The involvement of the victim (in one case including support for the victim's attendance at a women's group) is consistent with the central tenet of the IDVPM regarding protection of victims. The number of actions required to implement the case management plan varies between cases.

b)   Client Interviews

Clients' responses to the question: How clear was the process?

The client commented that he had "no difficulty" with the process.
The client stated that the process was clear and enabled him to see areas he was "lacking in" and what his "strong points" were.

The client was "at first a bit tense and tight" but was then able to relax

The client said he was clear about the purpose of completing a plan.

Other comments were: "ok" and "clear"..

Clients' comments regarding their participation in developing goals, measures and actions?

The client advised that he was able to identify issues which were important to him.

The client stated that the Probation Officer " wrote it down", then they talked about it. The different expectations between the levels [societal, agency and individual] were clear. The client felt his views were taken into account. He was able to identify "what I needed to do".

The client commented that "We went through what I thought was important to me (relationship, budgeting, job)".

The client was able to selected the goals, measures and actions himself [he referred to his caseplan which detailed goals which were specific and measurable].

The Probation Officer asked the client what he "wanted to get' [from intervention]. The Probation Officer did not tell the client what to do.

The client advised that his goals included :"how to show feelings and control temper" ... "talk instead of yelling".

The client had previously attended counselling regarding his violent behaviour and thought that this was of benefit to him. He was able to define the key issues.

Clients' responses to the question: How useful was the process?

"I suppose it did (help) ... it made me aware". The client also considered that the process was useful for the Probation Officer, "so she could understand (me)." The client reflected that "goals change all the time" and commented that he was now separated, had a new job and more money.

The process "made me look at myself".."[I] had a lot of goals and have improved heaps".

The process was considered to be useful, "it was easy that way...doing one thing at a time" [prioritising goals and tasks].]

The client considered that the action plan was clear. He commented [that the

intervention process was] "better for me ... doing things for myself" [in reference to his individual goals].

The clients made no suggestions regarding improvement in the case planning process.

Analysis

The clients generally commented that the case management process was clear.   There is evidence that the clients became engaged in the use of a problem solving model.   There is a strong sense that the clients felt in control of the process and were able to raise issues which they considered to be important.   This reflects positively on the Probation Officers' skills of engagement and indicates that the clients were empowered through the process.

c)   *Victim Interviews*

Victims' comments regarding information provided regarding the assessment and planning process.

The Probation Officer advised the victim regarding the client's goals. The purpose of having a case plan and processes involved in developing the plan were explained.

The Probation Officer provided information orally.

The victim was vague regarding information provided.

The Probation Officer provided details of the plan orally.

Victims' comments regarding the relevance of their participation in the case management planning process.

The victim's involvement confirmed what she "already knew".

The victim considered that her involvement was "very important". She further commented that she had observed "big changes" in the client.
The other victims made no comment.

Analysis

The victims advised that they received information orally from the Probation Officer. One victim was able to articulate a clear understanding of the purpose of the case management plan and was aware of the processes involved in developing the plan. However another victim was vague when discussing this section of the IDVPM.

Stage Two   Intervention and Reassessment

2.1   Referral of Clients to Service Providers

a)   Client Journals

Probation Officers' comment on the availability of appropriate service providers.

A private counsellor & Manline (group) [were] both available.

Psychological Services, Department of Corrections, was able to provide a service to the client about six weeks following the referral.
Originally the client was unreliable about keeping appointments so I restricted his referral to going to psychological services. There was a six week wait before they could see him ... which he did not keep.

The client identified preference for individual counselling rather than [a] group [programme].[The client was] referred to Manline (5 sessions attended to date).

A group programme [was] available (21 weeks, 42 hour) based on VAMP & Duluth. Manline 1:1 counselling. Client considered appropriate for group work.

Probation Officers' action taken when an external service provider was not available.

> Although a counsellor at the Alcohol and Drug Centre agreed to counsel the client on a one-to-one basis, the counsellor subsequently proved difficult to contact and failed to return telephone calls to myself and my client. After my complaint to the centre the counsellor contacted me and agreed that he could not provide the service. It was then agreed that the client would be referred to the [private trust] which is currently happening.

> I chose not to send him to Manline. He had had a previous conviction about 6 years before for a different offence and had benefited a lot from going to psychological services.

Contracts with external service providers.

> Private counsellor not appropriate.
> Manline (referral) ?

> I was only able to make a verbal contract with the psychologist as she had been away on study/exam leave and was pressured by too much work. The verbal contract is attached.

> A copy of Purchase Agreement was provided (a standard contract) in two cases.

Analysis

Professional services were generally readily available, however there was a six week delay for one client. There are references to both individual and group programmes, and it is clear that both client suitability and preference were taken into account before referrals were made.

In one case the external service provider proved to be unreliable and it was necessary to negotiate an alternative service.

Only two copies of contracts with service providers were forwarded by the Probation Officers. Both were the standard Community Corrections Service

contract which clearly specified the service to be provided and the corroborative information which would be supplied to the Probation Officer.

In one case a verbal agreement was reached with a Department of Corrections psychologist (a copy was provided). The impact of external factors was cited in explanation for the absence of a written contract.

b) *Client Interviews*

Clients' comments regarding referral to a programme or counsellor.

The client was already attending an anger management programme. His ongoing participation became part of the intervention programme.

The client had completed a group programme while in prison. The Probation Officer referred him to an Alcohol and Drug counsellor. He was also seeing a psychologist but was unclear why.

The client was referred to a psychologist by the Probation Officer in accordance with a special condition. The client advised that "Things didn't work out properly". The Probation Officer and client then reconsidered the options. The client was subsequently referred to an Anger Management group [Community Corrections Service VAMP]. The client completed this course commenting that "It was a lot easier" ... "knowing that other people have got problems" and expressed satisfaction with the course.

The client was referred to individual counselling.

The client was referred to a Department of Corrections psychologist, he regarded this contact to be helpful. He also attended an alcohol and drug group programme which was of benefit and which he "enjoyed immensely".

Two other clients advised that they were referred to a group programme, as part of the court order.

Clients' comments regarding how the referral decision was made.

The Probation Officer discussed attendance at a group compared to individual counselling. The selection of the individual counselling option was made by the client who described himself as a "shy guy". The decision also related to what were identified as the primary intervention issues. The client did not consider that anger was a major problem, rather he identified the deterioration in his relationship as his main concern. He commented that the process was clear.

The Probation Officer provided intervention options, individual counselling or participation in a group. Attendance at a group programme was preferred because it would include other men who had similar experiences to the client. The client made the decision.

The client stated that "it was up to me to do it" [the client then mentioned a legal aid lawyer and seemed confused, it was not clear what he was referring to].

Clients' comments regarding satisfaction with referrals and suggestions for improvement.

The client commented that the programme was "great ... brilliant". He identified the group process and skills of the facilitators as positive factors.

The client expressed "100%" satisfaction. He commented that the counsellor was easy to relate to and provided information.

The client was satisfied with the referral and the group which he had attended. He commented that "the hard part is to practice what you learned". The client suggested that the group could be held two or three times a week, at least during the initial period. He had found a week to be a long period between meetings.

The client found attendance at the group programme to be "exciting". The other group members were of a similar age and the client felt able to talk with them. he expressed satisfaction with the programme.

The client enjoyed the dynamic of the group process. In particular he valued being with other men who had similar experiences.

Analysis

The referral process was interactive; the Probation Officers' provided information to the clients regarding the intervention options then allowed the client to have input in the decisions made. There is a sense of ownership of the process from the clients.

There is strong support for group intervention programmes and a high degree of satisfaction with the quality of the referrals. The importance of meeting with other men who had shared similar experiences was acknowledged by clients.

c)   *Victim Interviews*

Victims' comments regarding information which was provided with respect to the intervention programme to which the client was referred.

> The victim was advised that the client had been referred to a psychologist and an Alcohol and Drug counsellor. Most of the information received by the victim was provided by the client. The victim considered that direct feedback from the service provider would be useful.

> The victim advised that the client had attended an anger management programme in the past. She was not clear whether he had been referred to a programme as part of his intervention plan. She knew he had been referred to an alcohol and drug programme and commented that " he went because he was made to". The victim did not believe that the client was genuinely motivated [to complete any treatment].

> The victim stated that she had "not really [received] much [information]". She commented that " [the client] kept it to himself".

> The victim stated that the client had provided her with details regarding the intervention programme. The Probation Officer was able to clarify issues and provide information regarding the skills introduced in the programme. The victim was aware of differences between group programmes and individual counselling.

Analysis

The victims provided mixed responses. While most were aware of the general nature of the intervention programme which the client was attending they did not have full information. This has significance particularly when a client may seek to alter his behaviour (for example, by practicing an anger management technique). In this circumstances the victim's response to the change in client behaviour could be guided by an understanding of the particular anger management technique. It may assist if victims were provided with written material.

2.2   Case Monitoring

Probation Officers' comments regarding the relevance of the case monitoring criteria.

> There was a disadvantage in that the total process was not begun until halfway through the client's sentence. My notes (Client Offender Management System) tend to be brief (e.g .. began Manline, then date) and my memory was even briefer. The client however seemed very clear about the process and was keen to pinpoint progress in assessments relating to knowledge and skills.

> The case monitoring criteria are very relevant. Reports, assessments and case records should form an integral part of the intervention process, showing changes and progress or lack of it. The recording process should at the same time show professional accountability. The client should also be aware of and participate in the recording process.

> For the offender I feel they are excellent. I had already done [client's] case plan prior to him starting this process so they did not follow the goals and measures specifically as set out. The separation into societal, agency and individual goals are specific and a lot clearer than the generalisation that I usually do. I also believe that the separation makes the measurements more accurate and clearer. [The] client's understanding of positive changes in cognitive skills and communication skills which can then be clearly stated and measured must also be helpful. I feel the victim input was a problem but am unsure at present as to what could improve other than at the pre-sentence stage.

[The criteria are] all very relevant to maintain focus. Some discussion over intervention content/skills was difficult as C. was not forthcoming & I am unaware of he counsellors weekly programme/outline. I felt a bit in the dark!

Discussion [with the client] of the content of intervention very relevant to support learning and in order to assess gains of the intervention. Examples of application of skills also allows assessment of intervention achievements. Corroborative enquiries, accountability reasons and 'true' measures. Overall, very relevant to reflect on criteria (witness this in case notes).

Probation Officer identification of areas of case monitoring which were difficult to achieve.

Individual treatment with psychological services (originally) because the client was trying to reconcile with his wife and not coping very well.

No problems. Very helpful that I knew where the group was focusing week to week so that I could link this in to supervision sessions. Knowledge of programme content (area) quite necessary to assist learning

Analysis

The case monitoring criteria contained in the IDVPM were considered to be relevant. The link between the case management process and recording was acknowledged and the importance of client involvement noted. The requirement to clearly differentiate between the types of goal was considered to make assessment easier.

The need for the Probation Officer to have clear knowledge regarding the content of the intervention programmes provided by external service providers was highlighted. This facilitated the supportive role which the Probation Officer could play in assisting the client to consolidate skills and knowledge gained through participation in an intervention programme.

2.3   Three Month Assessment

a)   Client Journals

<u>Probation Officers' comment regarding benefits of the assessment process</u>.

> Both the client and I thought he was on target with his goals and the feedback from Manline confirmed his progress.
> The difference between violence and anger was clarified. We decided he needed more work on his self talk and how he resolves conflict as he tended to see his wife as the one that needed help instead of looking at his own attitude and behaviour.

> Helped put the 'goals back in focus' in client's words. Hopefully [he] increased his understanding of what we/he, are/is here to achieve. Also positive reinforcement as he is well under way with the case plan. We could see what was working well and areas to continue to develop and define.

Analysis

The assessment process allowed the client and Probation Officer to re focus upon the goals of the intervention. This formal process also involved use of corroborative information.

b)   Client Interviews

<u>Clients' comments regarding the reassessment process.</u>

> The reassessment process was not completed fully. The course content was reviewed. The client identified some of the skills (for example,. time out) as being "not that easy to implement".   The client commented that at times he felt pressured because the Probation Officer always seemed busy (people waiting in reception).

> The client mentioned completing the ABI. He commented that this was "pretty useful" because it provided some objective information. [he was not clear regarding the official reassessment process]

The client referred to reviewing the case plan, goals and actions. He found the process to be useful.

Analysis

The clients provided mixed responses regarding the clarity of the re assessment process. One client was able link the re assessment to the original case management plan, goals and actions.

A significant comment related to the client's perception that the Probation Officer always seemed to be busy and this resulted in him feeling pressured when he was meeting with the Probation Officer.

Stage Three   Termination

3.1   Safety Plan

a)   Client Journals

Probation Officers' comments on obstacles to completion of the safety plan.

> [The client's] rose coloured glasses regarding the likelihood of reoffending made the process challenging. [The client] had completed safety planning session in group but had not written plan out. [Probation Officer] reinforced allowing the victim to leave if she felt she needed and how he could support her in doing so (this wasn't in the plan but seemed important to reinforce).

Content of safety plan.

> Risk Situations: when wife begins negative criticisms (as identified in dual sessions with Probation Officers).
> Practice Skills: Time out; go for a walk; use "I" statements; communicate with wife in a proper manner; keep busy.
> Support Network: own family mother/father...phone; get professional help from doctor or counsellor.

Not completed with client in writing. He was given McMaster planning segment and we discussed parts i.e., time out strategies (where, when, who); relaxation techniques.

Analysis

The one safety plan provided met the criteria set out in the model. However the plan was not formally incorporated in the termination report.

b)   Client Interviews

Only two clients completed the termination process.

Clients' comments regarding development and usefulness of the safety plan.

The client was able to articulate components of the safety plan. The plan was discussed in the Anger Management group and with the Probation Officer. The client considered the safety plan to be "very helpful ... [it] lets me know when something is starting to go wrong".

The safety plan was developed in consultation with the Probation Officer. He regarded the process to be helpful [the client was extremely vague].

Analysis

One client was able to articulate the content of his safety plan. The other client was rather vague.

c)   Victim Interviews

Victims' comments regarding the client's safety plan.

Only one of the victims was able to provide comment regarding the client's safety plan. Her knowledge of the plan was vague.

General Observations

a)   *Client Interviews*

General Comments made by Clients.

The experience [intervention] " was ok'.

The client had no negative comments.

The client commented that the intervention was very clear. He "never hesitated" and appreciated actions being "done at my own pace". It was important not to be pressured. He commented on the importance of his [positive] relationship with the Probation Officer. The client regarded communication with the Probation Officer to be very important. "the most you could get is trust in your Probation Officer". He commented that his Probation had been easily accessible and neutral, particularly in regard to communication with the client's partner "doesn't take sides". He regarded change to be a gradual process.

b)   *Victim Interviews*

Victims' comments regarding their involvement with the Probation Officer.

The victim advised that she was able to contact the Probation Officer at any time. The Probation Officer also initiated contact. The victim considered the contact relevant, she was able to explain her situation to the Probation Officer.

The victim was in contact with the Probation Officer by telephone (on between six to ten occasions during the research period) and in person (on about three to four occasions). The client described her contact with the Probation Officer as being "very good" and considered it useful to be able to contact the Probation Officer.

The victim had two face to face meetings with the Probation Officer. The victim described this contact as being "really good ... being listened to ... her listening to what I had to say".

The victim had four face to face meetings with the Probation Officer over the four month period. She commented that the contact was "really good ... [I] had my say". The victim

advised that she was able to obtain information and stated that she "gained confidence" as a consequence of the meetings. The victim felt involved and that her needs were met.

Victims' general comments regarding how the Community Corrections Service worked with them.

The victim expressed satisfaction with the quality of the service provided by the Community Corrections Service ... She expressed the opinion that external service providers should be qualified [this comment was made in regard to a voluntary organisation].

The victim commented that she had "really enjoyed [the Probation Officer's] help". She has observed an improvement in the client's attitude, he was now less controlling regarding social activities and they "can communicate now".

Analysis

The general comments made by both clients and victims emphasise the importance of a positive relationship with the Probation Officer.

The data which has been presented and discussed in this chapter was drawn from the experience of the research participants. In the following chapter the principal observations, which have emerged through the above analysis, are used to reconsider the central arguments of this research.

Chapter Six

Discussion

In this chapter the substantive themes which emerge from the research data are reviewed in three sections. First, the Integrated Domestic Violence Practice Model is considered in light of the research findings. The concept of empowerment and the influence of values form the focus of the second section. Finally, issues surrounding the assessment of effectiveness are discussed. In conclusion some observations are made about the core assumptions which underpin the process of case management.

i)   The structure of the Integrated Domestic Violence Practice Model

The discussion regarding the IDVPM is presented in five sections: the assessment schedule; the case management plan; intervention and re assessment; termination; recommended changes.

a)   Assessment Schedule

The Assessment Schedule used in the IDVPM was designed to obtain information regarding a client's violent behaviour. This information was grouped into five sections: the client's personal experience of violence; the client's perception of violence; the client's use of violence; details regarding the present violent offence(s) on which the client had been convicted and options available to the client regarding action to address their violent behaviour. The handbook for Probation Officers contained an additional check list of questions to be used when eliciting information in each of the above categories.

The full assessment schedule was completed in only two of seven cases. A number of reasons for this were advanced by the Probation Officers:

* Probation Officers relied upon historic information, including that provided by the client based upon the client's memory.

* Probation Officers completed sections of the assessment schedule based on their own prior knowledge of the client.

* In some cases full documentation (most significantly the Police Summary of Facts relating to the offence(s) and Victim Impact Statements prepared by the Police) was unavailable.

It is important that Probation Officers complete all steps in the assessment process. The reliance on both client perceptions and the prior knowledge held by the Probation Officer raises doubt regarding the accuracy and validity of the information obtained. It would be safer to complete the full assessment process (despite the fact that familiar information is being traversed) because this provides the opportunity to check the validity of any preconceptions held by both client and Probation Officer.

The availability of core documentation is of particular significance. In some cases there was a considerable time lag between the commission of the offence(s) and the assessment process which (in the absence of the appropriate information) placed an unacceptable level of reliance upon the client's memory. In preparing to conduct an assessment interview the Probation Officer should ensure that all relevant documents are available. This is an administrative issue which should be resolved.

The data presentation evidences a range of factors which can impinge upon the ideal assessment process (the client's lack of reliability, Probation Officer illness and absence, insufficient corroborative information). The suggestion was made that the assessment process might be more appropriately completed at the pre-sentence/pre-release stage. The purpose of assessment prior to sentencing/release is to provide sufficient advice to assist a court/board to make a decision. This form of assessment should provide direction regarding

the client's behavioural issues and the types of intervention which are likely to be of assistance in resolving the issues. The purpose and processes involved in this form of assessment are not likely to be as structured as the process involved in the IDVPM.

The IDVPM contained guidelines regarding obtaining corroborative information with respect to the client's violent behaviour. The use of corroborative information provides the Probation Officer with a more accurate base upon which to make case management decisions. The information contained in the client journals indicates a high degree of contact on the part of the Probation Officer with victims and specialists (psychologists and alcohol and drug counsellors). It is interesting to note that there are no records regarding enquiries made with other significant persons (for example, other family members or employers). These latter sources of corroboration are likely to be of assistance because significant others are likely to have experienced a high frequency of interpersonal contact with the client and are less likely to have also been victims of the client.

There were detailed guidelines regarding contact with victims. In particular, victims should not be exposed to further risk, and Probation Officers should obtain informed consent and explain the bounds of confidentiality to the victim. The use of the Abusive Behaviour Inventory was validated by the victims as a useful assessment instrument to help determine the appropriate intervention strategy for the clients. The inventory provided detailed information which was able to be grouped (under the headings of physical, sexual and psychological violence, and controlling behaviour), allowing areas of concern to be specifically identified. The potentially harmful effects of completing the ABI for the victim were of concern to one Probation Officer. This concern arose from the stressful experience of one victim in completing the ABI. However, when interviewed the victim, while acknowledging that the experience had caused some distress, commented that completing the ABI had helped in clarifying issues which were of importance to her. A further observation regarding the ABI relates to the utility of using the schedule as a reassessment instrument to

assess behavioural changes over time. The ABI was also used by a number of clients. This allowed the clients to complete a self-assessment and assisted them to discriminate between different ways in which their behaviour had been violent. One Probation Officer commented that clients often substituted their own expressions for the descriptions of behaviour contained in the schedule and suggested that when completing a reassessment the client's version of the descriptions could be used.

The general format of the assessment schedule was considered to be satisfactory by the Probation Officers. However some pertinent observations were made regarding the terminology employed. In particular use of the term 'trauma' was considered to be somewhat abstract and that the Probation Officer could explore a range of significant experiences. It was thought that the Probation Officer could easily become engaged in areas of intervention which could be more appropriately provided by an external referral. Further the use of the word 'assistance' was considered to lack clarity (for example, "has the client received previous assistance for his violent behaviour?"). It was assumed by the Probation Officer that the term 'assistance' referred to professional intervention. If this was the case then the simple yes/no dichotomy which was employed in the schedule could be expanded through the addition of supplementary cues to guide the Probation Officer. The answer 'yes' could lead to a number of inferences on the part of the Probation Officer, for example, the expectation that the client has knowledge of violent stopping techniques and has failed to engage them (by the fact of his reconviction) or that the client is resistant to change. The schedule contained a 'comment' section where it was intended that the Probation Officer would record issues similar to those noted above. However the question to be considered is an important one which could be addressed by either the inclusion of more detailed instructions in the schedule or the provision of training to Probation Officers regarding the pursuit of additional question lines.

A further point to emerge from consideration of the assessment schedule surrounds the client's ability to differentiate between types of violence. A

useful suggestion was made regarding the inclusion of examples of each type of violence. This would reduce the potential for variance in interpretation of meaning by the Probation Officers. An allied point relates to the potential subjectivity of the Probation Officer's interpretation of the client's responses. The replacement of the 'yes/no' format with a continuum (never/very frequently) could assist obtaining a clearer definition of the client's understanding of their own behaviour.

The assessment process is clearly central to the IDVPM and should therefore be fully implemented. The issues which have been identified above provide a clear direction regarding revision of the assessment instruments and the need to ensure that the process is both transparent and complete.

The IDVPM Probation Officer's handbook included reference to the assessment of client risk of offending. In Chapter Two the use of risk/need assessment instruments in the Community Corrections Service was reviewed. The comment was made that the successful implementation of any system would depend upon practitioner acceptance. The standard risk assessment instrument currently in use in the Community Corrections Service was to have been incorporated in the case management plans and appropriate risk management strategies were required to be clearly identified. While there was no reference made in the case management plans to the formal risk assessment ratings of clients, risk reduction goals were incorporated in the plans.

b)   The Case Management Plan

There was a high degree of client involvement in the development of case management goals. It is vital to client ownership of the case management plan that this process be a collaborative one. The responses from the clients regarding the clarity of the case planning process were variable.

The IDVPM provided a standard format for the preparation of the case management plan. This model was not completed fully in all cases and there was variation in the presentation of the plans. In some cases the goals were broad and lacking in specificity while others were particularly detailed. The distinction between societal and agency goals were considered to be useful for the Probation Officer because they clarified the relationship between the values and goals of the Community Corrections Service and the individual actions/interventions relating to the client. Further, this also assisted to clarify the Probation Officer's role for the client in two ways: with regard to accountability, the Probation Officer's statutory position was made transparent; with regard to the value base which informs practice, the Probation Officer's commitment to assist the client was reinforced. However, one Probation Officer questioned the inclusion of the material regarding 'societal' and 'agency' goals in the written plan suggesting that this could detract from the "user friendliness" of the plan. This point is particularly valid because unless clients have a clear understanding of the case management plan they are unlikely to develop a sense of responsibility for implementing the various components of the plan. A possible adaptation of the plan format could be the separation of the societal and agency goals from the client's individual goals. They could either be traversed orally or form a separate document as part of an induction process (when the statutory obligations involved in sentence are explained to the client).

The distinction between 'risk reduction', 'skill acquisition' and 'educational' goals also presented a challenge for Probation Officers to explain to the client. The need for the document to be easily understood by the client (who is provided an individual copy) is apparent. It would be possible to reframe the goals (for example, 'skill acquisition' could become 'skills to be developed'). There was some variation in the clarity of the wording of the goals and in the degree to which they were individualised. However refinement of this task would be likely to occur as the Probation Officers gained familiarity with the model. The requirement to include specific measures of the achievement of the goals appears to have been successful. The clients appreciated knowing

exactly how their performance was to be assessed.

When interviewed, the victims advised that they had received information orally from the Probation Officer regarding the case management plan. It is likely to be of assistance to provide the victim with a document regarding the plan. In those cases where the victim and client are jointly committed to the intervention process it is essential that the victim be provided with appropriate information. Failure to do so can result in the victim being told only that information which the client chooses to disclose (which reinforces controlling behaviour).

c)   Intervention and Re Assessment

The intervention process was characterised by a high level of client participation in decision making. The referral process to external service providers was interactive and the clients expressed a strong sense of ownership of decisions made. Professional services were readily available and there was generally a high level of satisfaction from the clients regarding the quality of the level of service provision. There was strong support from the clients for the group anger management programmes.

The Community Correction Service standards for contracting with external service providers were not met in all cases. It is important that there is an explicit contract regarding the timeliness, quality, cost and location of services. These standards should be met not only because of the requirement that the expenditure of public money must be able to be subject to audit, but also because the Probation Officer is professionally accountable to the client regarding the quality of the referral.

The maintenance of appropriate case records are an integral part of the IDVPM for two reasons. First, to provide an adequate level of professional accountability to both the client and the agency. Second, because record keeping forms an integral part of the intervention process. They should be dynamic process documents which are prepared in conjunction with the client.

The Probation Officers considered the case monitoring criteria contained in the IDVPM to be relevant, and they acknowledged the process link between interaction with the client and recording.

There were comments from the Probation Officers underscoring the need for them to have knowledge regarding the content of the intervention programmes provided by the external providers. This point is essential if the Probation Officers are to be able to reinforce and challenge the client appropriately.

The clients provided ambivalent responses regarding the clarity of the re assessment process. One client was able to to link the assessment process to the original case management plan, goals and actions. The Probation Officers regarded the assessment process and format as a useful prompt to review the plan of action, the intervention time-frame and the appropriateness of the strategies. This was considered to be important because the focus of intervention can change over time and may require redefinition. It also provided the Probation Officer with a formal opportunity to reflect on the reason for the client being subject to the sentence. This part of the IDVPM was not fully evaluated during the research process because of the low number of clients who completed this stage.

d) *Termination*

The termination process contained in the IDVPM involved two main tasks: the preparation of a 'safety plan' and the completion of the standard Community Corrections Service Termination Report. The rationale for a 'safety plan' surrounds the challenge for the client to maintain positive changes without relapsing into old patterns of violent behaviour. The minimisation of risk to potential future victims is the guiding principle in relapse prevention planning.

Two clients completed the termination process. The Client Journals provided details regarding obstacles to completion of formal, written safety plans. There is reference to the client completing the safety planning process as part of a

group intervention programme (in this case the outline of the safety plan was incorporated in the Termination report). The Probation Officers discussed the content of the safety plan with the clients. This was confirmed by the clients. However this process would have been reinforced if clients had been provided with a written copy of the plan. When interviewed, one client was able to articulate components of the plan, while the other remained rather vague regarding the process. The victims' awareness of the safety planning process was rather vague.

The Probation Officers regarded the safety planning process outlined in the IDVPM to be useful. They reported that the format and the reflective questions were effective in promoting discussion with the client. On reflection one Probation Officer commented that this process could have been more effective if it had been commenced two or three sessions prior to the actual termination interview.

The termination reports were prepared in accordance with Community Corrections Service criteria. They provided a summation of the client's response to the sentence and comment regarding achievement of the case management objectives.

e)   *Recommended Changes to the IDVPM*

*   Clearer direction should be made regarding the importance of completing the full assessment process. The accuracy and validity of the assessment is compromised if all sections of the schedule are not completed and the interactive process is not followed.

*   The importance of obtaining corroborative information from significant others (in addition to the victim) should be emphasised.

*   The choice of language used in the assessment schedule should be reviewed. For example, the question "has the client experienced

trauma?" could be replaced by the questions " has the client been subjected to violence?", " what effect did this experience have upon the client?".

* The simple "yes/no" dichotomy employed in the assessment schedule places reliance upon the Probation Officer's use of the "comments" section to provide an explanation of the distinction. The schedule could be expanded with supplementary cues for the Probation Officer which would provide a clearer definition of the particular item under review.

* The "yes/no" dichotomy used in the assessment schedule could be replaced by a continuum (never / rarely / occasionally / frequently / very frequently), similar to that used in the ABI.

* In the assessment schedule differentiation between the types of violence would be made clearer by the inclusion of examples of each type (for example, the statement contained in the ABI could be used).

* The client's risk/need rating should be included in the case management plan, re assessments and termination report. The formats for these documents could be easily amended.

* The case management plan format could be amended by locating the "societal" and "agency" goals in a separate section from the client's individual goals. These broader goals could form part of standard cover sheet.

* The terms "risk reduction" and "skill acquisition" should be expressed in more user friendly language.

* The victim should be provided with a separate document which summarises the client's case management plan. The provision of clear information to the victim is an underlying premise of the IDVPM.

*   The Probation Officer's handbook should be amended to include further commentary regarding the importance of preparing a written safety plan. Both client and victim should be provided with a copy and be conversant with the content.

*   The steps involved in the termination process should be made more explicit in the Probation Officer's handbook. This process should not be condensed into a final session, but should be integrated into the final weeks of the client's sentence.

ii)   *Empowerment and the Influence of Values*

In Chapter Three the influence of values and the notion of empowerment were introduced as two of five substantive themes which were seen to define the nature of social work practice. It was argued that values delineate a conception of the preferred human condition, and that a value base for Probation Officers in the 1990s should draw upon current criminological theory (and display a high degree of political acumen regarding stakeholder interest). While the influence of 'managerialism' was noted, 'practice principles' were proposed which serve to define an appropriate position for Community Correction Service practice within the context of working with men convicted of violence against their partners. These practice principles reflect the underlying value base which informs the IDVPM.

The first requirement was to have a clear philosophical framework which guides intervention. The IDVPM was predicated upon social learning theory and involved the use of cognitive/behavioural anger management training. The feminist critique of violence as an expression of power, control and patriarchy also informed the model.

The application of the IDVPM required the Probation Officers to adhere to a series of prescribed practice steps, which satisfied the second and third

principles that written policy guidelines and standarised intervention actions are critical to achieving practice consistency.

A cyclical process of planning, intervention and reassessment (involving corroboration from multiple sources) was a feature of the IDVPM which was consistent with the demand for regular monitoring of practice. The IDVPM does not incorporate a process of external review of Probation Officer competence (this will soon be part of a national competency framework which is currently being developed by the Community Corrections Service).

The final practice principle, that the protection of victims must be central to any intervention with clients, formed a cornerstone of the IDVPM. This emphasis is consistent with Government policy regarding intervention regarding domestic violence. Further, the protection of victims is essential to the rehabilitation of the client. The client must be confronted with any behaviour which is violent towards the victim.

The above set of principles provide a framework for practice which is consistent with the notion of empowerment. In my earlier discussion of empowerment I suggested that the client/worker relationship was the vehicle through which the continuity of the social work process could be achieved. While the practitioner could assume different roles within this relationship (for example, provider of direct clinical intervention or as referral agent) the primary emphasis would incorporate the notion of empowerment of the client in terms of discrete activities. The discussion also traversed the broader notion of empowerment which relates to the development of consciousness regarding discourse on power. I will now draw upon the responses of the research participants to assess the IDVPM with regard to both the underlying values premises and empowerment.

a)   Victims

All victims made positive comments regarding the quality of their relationships with the Probation Officers.   They referred to: the frequency of face to face meetings; the availability of Probation Officers to take telephone calls; the fact that they were able to express themselves, and that they were listened to. Further the victims were able to access information, gain in confidence and feel that their needs had been met.   These comments attest to the ability of the Probation Officers to develop sound, empathic relationships with the victims, notwithstanding the fact that the Probation Officers' "official" clients were the men who had been violent towards the victims.

The victims' participation in the IDVPM also involved processes which were potentially disempowering.   The request for the victim to complete the Abusive Behaviour Inventory was made without any compulsion (there were no comments from the victims to the contrary).   When a victim chose not to complete the ABI the Probation Officer commented in the client journal that the victim appeared to be minimising the impact of the violence which she was experiencing.   The Probation Officer (in accordance with the ethical guidelines established to guide the research process) did not exert any pressure upon the victim.   However it could be argued that, in failing to engage the victim to acknowledge her own status as victim, the Probation Officer did not act to empower the victim (i.e., the victim would remain entrapped within the cycle of learned helplessness).   Nevertheless, the right of the client (in this case a victim) to decline any intervention must remain paramount, unless the client's action would be likely to endanger a third party (this contingency was addressed in the ethical issues surrounding the research process).

While one victim experienced some distress when completing the ABI this was not regarded to be a disempowering process (as discussed above), and as a consequence of the sensitive work of the Probation Officer the victim was able to obtain insight into her situation.

The involvement of the victims in the development of the clients' case management plans represents a further discrete action which is consistent with the central tenet of the IDVPM regarding protection of the victim. In order for the victim to be able to respond in a manner consistent with her own safety it is essential that she have full information regarding the change processes which the client is undertaking. This was an area where there were some deficiencies which should be addressed and has already been noted above.

A final comment regarding the empowerment of the victims is drawn from the experience of one victim who frankly advised me that she felt uncomfortable in providing full disclosure, regarding some questions, to the Probation Officer for reasons of personal safety. She stated that her participation (in completing the ABI) was optional and that she had disclosed only that information which she felt it was safe to tell. The victim's ability to exercise this control over her self-disclosure suggests that she was empowered through the interactive process with the Probation Officer. While this was clearly the case for the above victim, the question remains regarding how many other victims would have this ability (and if not, then how many victims may have in fact disclosed information from a position of relative powerlessness?).

b)   Clients

The clients also placed emphasis upon the quality of their relationship with the Probation Officer. This is epitomised in a client observation that "the most you could get is trust in your Probation Officer". Three clients acknowledged that the assessment process was sensitive and that they had experienced discomfort at the personal nature of some of the questions. It is significant that all three then commented that they were later able to discuss these sensitive issues. The interactive dynamic between Probation Officer and client appears to have been an important factor in enabling the client to engage these issues.

In order for the client to be empowered to make appropriate choices regarding behavioural change it is essential that the client is able to understand both the

purpose and content of the interaction with the Probation Officer. One client commented that some of the questions which had been asked could have been put more simply. Further, the clients displayed varying degrees of clarity regarding the case management planning process. This highlights the need for the Probation Officer to be constantly checking out the level of understanding with the client and to re frame questions in order to clarify areas of potential confusion.

There was strong evidence of collaborative relationships between clients and Probation Officers. The individual goals in the case management plans were developed jointly by the Probation Officers and clients. The clients conveyed a strong sense of ownership of their case management plans and indicated that they felt in control of the case management process. They were confident and able to raise issues which they considered to have been of importance. This feedback from the clients reflects positively upon the skills of the Probation Officers to fully engage the clients.

The empowerment of the client was also evident in the referral process, with clients having input regarding the type of intervention which would best suit their needs. Similarly the role adopted by the Probation Officers in case monitoring reflected their ability to combine the requirements of risk management with their concern to assist the client to consolidate the skills gained through completion of an intervention programme.

The inclusion of educational goals in the case management plans indicates that clients were not only being empowered to achieve discrete activities, but that the discourse on power was also being engaged. For example, the goal; " to increase [client's name] understanding of power and control issues surrounding violent behaviours" indicates that clients were being challenged to confront their belief systems. In the Probation Officer's Handbook the inclusion of the feminist perspective is regarded as being central to the model and it is significant that the Probation Officers were able to challenge the clients to include the above goals which could be extremely threatening to them.

The experience of both victims and clients provides support for the contention that the IDVPM is able to meet the challenge of the 'empowerment prospectus'. The IDVPM is based upon a set of core practice principles which, it has been argued, are appropriate to the Community Corrections Service practice context. The Probation Officers working within the IDVPM were able to engage and empower both clients and victims.

iii)   The Assessment of Effectiveness

In Chapter Four discussion focused upon the key issues surrounding the assessment of effectiveness of intervention with violent offenders. The following issues were identified as being relevant to this research:

*   While it is possible to identify "what works" with regard to available behavioural technology, it is more difficult to implement these interventions within routine service delivery systems.

*   There is need for clarity in defining what is being measured and for whose purposes. A range of different stakeholders (offenders, agency managers, practitioners, sentencers and members of the community) have differing conceptions of success. Therefore different indicators of success can be developed, and the validity of these indicators will be dependent upon whose perspective is adopted.

*   The assessment of the outcomes of any delivery system will be dependent upon system effectiveness. Three "levels" were identified at which issues concerning service delivery can be considered: a) the policy level (requiring clear definition of the types of intervention to be provided and the roles and responsibilities of staff); b) the operational level (involving the need for a clear framework for the delivery, monitoring and evaluation of effective practice); c) the practitioner level (requiring a clear definition of the knowledge and skill base required by staff to deliver the

intended level of service).

* There is a need to obtain external corroborative information in order to provide accurate assessments of behaviour. In particular the viewpoint of the victim was considered to be essential when assessing male violence towards a female partner.

The IDVPM included three different levels of assessment, each involving separate outcomes and indicators. The first level involved the specification of the "societal goal" of interventions provided by the Community Corrections Service. This goal was the reduction of recidivism (measured by criminal convictions). The second level specified the "agency goal" of ensuring that the client complied with the conditions of his sentence. This was measured by violations of the sentence conditions. The validity of these forms of assessment is dependent upon the assumption that the interventions used by practitioners are those "which work", and that the service delivery systems used are able to meet the criteria of effectiveness outlined above.

The following conclusions can be drawn from the data presented in Chapter Five:

* The specification of "societal" and "agency" goals is related to role clarification, and the Probation Officers considered that these distinctions assisted in the development of client commitment to the goals. The clients had a clear understanding of the expectations of the Court and the agency, and of the relationship between these goals and their individual goals.

* The requirement to differentiate between the "goal levels" and to specify appropriate measures was considered to make the assessment process clearer and easier to implement.

* The process used in developing goals, actions and measures was

collaborative, involving both client and Probation Officer. There was clear evidence that individual level goals had been personalised, indicating client ownership.

*   The use of external information sources, the linking of the client's previous experiences and the recognition of past behavioural patterns all helped to individualise the intervention and assessment process.

*   The types of actions included in the case management plans were specific and measurable. The clear specification of time, location and duration of interventions assisted in reducing the potential for confusion or dispute between the client and Probation Officer.

*   The combination of objective indicators, corroboration by others, client self-assessment and Probation Officer assessment result in a triangulated assessment methodology, which will have enhanced validity.

The three types of goal (societal, agency and individual), and the associated interventions and measures, when combined provide a more comprehensive and perspective from which to assess service delivery. In particular the research indicates that the clients became actively engaged in interventions (which were likely to assist in achieving appropriate behavioural changes) when the interaction between client and Probation Officer was personalised and characterised by empowerment of the client. The clients were also able to reflect upon their own behaviour because they had ownership of the process. The inclusion of the victim in the assessment process provided greater validity for two reasons: first, because the victims were able to offer an independent source of corroborative information; second, because the victims had been involved in the process of the IDVPM, their corroboration represented an informed perspective which was qualitatively different from any other potential source.

The IDVPM was developed within the integrated practice framework and

represents "what works" with regard to intervention with the target client group. However the consistent implementation of the model by practitioners in the field presented difficulties. This research has identified a number of issues which need to be addressed in order to improve the implementation of the model. It is important to recognise that such improvement will be an incremental process requiring change at each of the three levels (policy, operational and practitioner) in the service delivery system.

Concluding Comment

This discussion will be concluded through a consideration of the IDVPM in relation to the key assumptions regarding the nature of case management which were made in chapter three.

The case management process was presented as the link between a practice perspective and service delivery, while a case management model was conceived of as the vehicle through which the practitioner achieves the objectives of practice. The IDVPM was developed within the Integrated Practice framework and in accordance with a clear set of practice principles. The relationship between the practice perspective and service delivery has been clearly evident in the implementation of the IDVPM. The strength of the IDVPM rests in the transparent relationship between the theoretical underpinnings of the model and the discrete practitioner actions which form part of the process of the model.

The IDVPM incorporates the three primary functions of case management which were identified:

i)   The Probation Officers were involved in direct 'clinical' intervention with clients at various stages of the model. In particular during the assessment and case planning stages the Probation Officer's relevant knowledge and skill base was crucial to the development of an appropriate intervention strategy. Further, the Probation Officers role in

monitoring the client's achievement of goals and reinforcing behavioural changes required a high level of practice competence.

ii)   The Probation Officers were involved in a 'brokerage' role which involved linking clients to services and support systems in the community. This role was integral to the model and the clients provided positive feedback regarding both the referral process and the quality of the services received.

iii) The social monitoring of clients to ensure compliance with the conditions of statutory orders was also central to the model. The integration of this task within the structure of the case management process was achieved in a manner which did not disengage the clients from their commitment to achieve their personal goals. This success is attributable to first, the positive nature of the client/practitioner relationships, and second, to the clarity of process which was required in the model.

The IDVPM incorporates the core case management processes characterised by the sequential steps of intake assessment, planning, intervention, monitoring, re assessment and outcome assessment.

A final assumption regarding case management relates to the responsibility of social service agencies to provide services and to advocate for vulnerable and at risk clients. These responsibilities must be met despite the impact of resource constraints and the influence of political considerations (for example, shifts in the emphasis of Criminal Justice policy). The IDVPM allows practitioners to discharge their responsibilities to both the client (including victims) and the agency. The model is predicated upon core values which recognise the rights of clients and the model is also one which can be implemented within the current parameters of Community Corrections Service policy.

Chapter Seven

Conclusion

This research project has been an exploratory study, designed to assist in developing the Integrated Domestic Violence Practice Model. The research has not included an assessment of the effectiveness of the IDVPM.

The current research has achieved the above objective. It will now be possible to make positive alterations to the IDVPM. These changes should result in the requirements of all stakeholders being able to be met more fully. In particular the present study has traversed the ethical issues likely to be involved in any future research and any such research could be engaged with a relatively high degree of confidence. This study has validated the IDVPM against the following core criteria which were outlined in Chapter One:

*   The model has theoretical integrity; it has been drawn from a clearly defined body of practice theory.

*   The model is able to be implemented by practitioners and it is viable within the practice context.

*   The model has measures which can be evaluated and which meet the requirements of both internal (agency) and external (governmental) reporting systems.

*   The model is able to meet the needs of both clients and victims.

The Research Process

This research was an exploratory study which aimed to contribute towards the

development of a case management method (the IDVPM). A future explanatory research project could be designed to assess the effectiveness of the IDVPM, with the possibility of further refinements to the model. The use of an action research approach located this project within the 'grounded' interpretive tradition. A central feature of this approach has been the attempt to seek understanding through the inclusion of the perspective of the research subject.

In Chapter Four (page 69-70) the salient features of an action research approach were identified. I will now provide brief commentary regarding the degree to which these features have been evident in the present research.

The researcher and participants (Probation Officers, clients and victims) were engaged in a dynamic interactive relationship as part of the ongoing experimental process. This interaction involved both written and oral communication and central to the process was the feedback provided by the participants.

The action research cyclical pattern of planning, acting, observing, reflecting and re-planning has been followed. The research has been concerned with an ongoing developmental project and I have obtained information from the participants which has allowed me to reflect upon the IDVPM and to identify changes. At various stages during the process (site meetings and structured interviews) I have obtained comment from participants regarding the research process.

The process has been both participatory and collaborative. The participants were aware that they were not the subject of the research (the subject was the process involved in the IDVPM). They were, therefore, able to separate content from process and provide objective feedback. The Probation Officers were encouraged to be reflective and critical regarding their practice. They were able to do this because they were committed the objective of enhancing service delivery. The suggestions regarding revision of the IDVPM represent the collective experience of all participants.

It was suggested earlier that validity involves matters of degree and that studies can be considered to be more or less valid. This study has been concerned with developing a model of intervention which is able to meet the demands of key stakeholders (management, practitioners and clients). The use of question and answer has been central to this research and considerable effort has been made to ensure that a critical perspective has been maintained. The involvement of the clients, victims and Probation Officers in a collaborative process has resulted in knowledge (regarding the IDVPM) which has been validated by the participants.

Issues surrounding the assessment of effectiveness have been traversed in Chapters Three (pages 52-54) and Six (pages 133-136). A final observation can be made to reinforce the earlier comments regarding the use of triangulated sources to assess effectiveness of intervention. The IDVPM included three different types of indicator which can be used to assess the effectiveness of the model: reconviction rates (for the same or a similar offence); the client's compliance with the conditions of the sentence; the achievement of personal goals developed jointly by the client and practitioner. The three types of goals displayed a high level of congruence, i.e., the discrete actions identified by the clients were consistent with the other indicators. The inclusion of the three types of indicator in the structured case planning process provides greater transparency for all stakeholders. The three measures will allow for a combination of quantitative and qualitative data collection and assessment. In the future the effectiveness of the IDVPM could be made on a comparative basis (i.e., the relationship between intervention and each type of measure could be assessed).

The substantive ethical considerations surrounding the research were highlighted in Chapter Four (pages 78-83) and a full discussion is contained in Appendix One.

Successful implementation of the research design appears to have been attributable in large measure to first, the rigor with which the ethical issues

were considered, and second, to the commitment and belief in the research which was displayed by all research participants.

The Research Participants' Perspectives

A feature of the research has been the involvement of practitioners, clients and victims as research participants. Each group has provided a different viewpoint regarding the same subject matter, the IDVPM. This section reviews the significant points which have emerged from each position.

The Probation Officers were able to provide a clear view of the overall structure of the IDVPM and the processes involved in implementation. They maintained detailed records in the client journals regarding content, process and the response of both clients and victims to the intervention. When interviewed they were articulate and able to explain the IDVPM conceptually. The Probation Officers were able to demonstrate that they had met the agency's requirements regarding accountability, social monitoring of clients and intervention through the systematic case management process. The Probation Officers also placed emphasis upon empowering both clients and victims, and sought to achieve this through the development of positive interpersonal relationships.

The clients, in general, were not able to present a clear outline of the intervention process. For example, the clients comments regarding the clarity of the assessment process varied considerably from that provided by the Probation Officers. However, when asked to provide comment regarding their personal experience of the intervention process the clients displayed considerable insight. In particular they placed emphasis upon the importance of the quality of their relationship with the Probation Officer and were clearly engaged in developing personal goals, actions and measures. The emphasis which emerged from the account of clients reflected concern with the personal level rather than concern regarding the broader agency and system goals.

Similarly the accounts provided by the victims conveyed a strong sense of the immediacy of their situation as both victims and partners of the clients. In particular the completion of the Abusive Behaviour Inventory was both a positive and powerful experience for the victims. The victims also valued the type of relationship which they had with the Probation Officers. While they were aware of the overall structure of the IDVPM their interests lay primarily in their personal situation. The focus of the research has been upon the validity of the IDVPM as a practice method. The victims have provided feedback that the procedures followed by the Probation Officers were regarded to be positive for the victim. While the victims were not asked to provide an assessment of the effectiveness of intervention (upon the behaviour of the clients) what emerges from their responses is a less positive assessment than that of the Probation Officers and clients. This observation does not negate the usefulness of the IDVPM but it does suggest a direction for ongoing research into the effectiveness of the model.

The primary observation to emerge from a consideration of the three perspectives is the fact that the point of congruence regarding the purpose of intervention centers upon the personal experience of both client and victim and their hope that positive change might be effected. The Probation Officers' concern with the overall structure and implementation of the model, and with the other system needs, was not shared by the clients and victims They were engaged by their personal needs. The fact that the clients and victims were able to be engaged at this level reflects positively upon the design of the model and the skills of the practitioners. It is this immediacy which engages the client and victim. They are involved in a daily struggle with the reality of the client's aggressive behaviour and if they can be assisted through the intervention of the Probation Officer they are likely to take advantage of the opportunity.

These observations are important because they reflect the experience of the research participants. They can also provide direction regarding the future development of effective interventions.

The Concept Of Integrated Practice

The integrated practice framework involves the completion of core tasks within a practice context in accordance with a clear set of practice principles. The following set of practice principles were proposed regarding practice in the Community Corrections context:

*   There must be a clear philosophical framework which guides intervention.

*   The development of written policy guidelines are critical to achieving practice consistency.

*   There should be standardised intervention actions.

*   There should be regular monitoring of practice to provide quality assurance.

*   The protection of victims must be central to any intervention with clients.

The IDVPM is able to meet four of the above criteria (the regular monitoring of practice will be included in the competency framework, as discussed in Chapter Six, refer to page 129). The strength of the IDVPM rests upon the integration of valid explanatory theory with appropriate practice skills to provide an intervention model which engages Probation Officers, clients and victims in a dialectical process. This process has the capacity to empower clients and victims, both in terms of learning specific actions to address aggressive behavioural patterns and to consider and challenge the ideology which underpins the behaviour.

The success of this research exercise is attributable to the combination of four factors. First, the strength of the concept of integrated practice, which has

provided a robust framework within which to develop a practice model. Second, the IDVPM, which has emerged as a practice relevant approach. The model provided both a structure and a process for the interaction between practitioners, clients and victims. Third, the Probation Officers involved in the research, who remained committed to the model and who displayed a high level of professional skills. Further the influence of the Probation Officers' underlying value perspective (encapsulated in the New Zealand Association of Probation Officers' 'Statement of Principles', refer to page 34) can be conceived of as an invisible thread which has underpinned the research process. Finally, the role played by the clients and victims who participated in the research. When I first interviewed each person and invited their participation I perceived a sense of interest. This interest was sustained throughout the research process. The level of individual commitment has been clearly evidenced through the responses and disclosures which the clients and victims have shared

Strengths and Weaknesses of the Study

The successful engagement and participation of the research participants is a positive reflection on the overall design and implementation of the research. Most participants displayed a high level of interest and many developed a sense that they were contributing to a relevant and meaningful project. I believe that the combination of the immediacy of the subject matter and the genuine commitment of the research participants created a strong sense of purpose which is evident in many of the responses which have been recorded and presented.

An associated feature of the research has been the type of insight which the research participants have provided. The Probation Officers have reflected that their participation has been validating of their own practice, and it has also challenged them to evaluate their knowledge and skills base. The clients and victims provided honest and direct comments regarding their experience of

service from the Probation Officer. Further they also shared intimate insights into their perceptions of themselves. They accepted the challenge of the IDVPM and their contribution has been of crucial importance to the validity of the research.

The main weakness surrounds the implementation of the research design. The total number of participants was insufficient to enable sufficient data to be gathered regarding all sections of the IDVPM (for example, the termination process). It took longer than anticipated to engage the full sample of clients and participants (the data gathering stage was extended one month). The distribution of the clients across the three stages of the IDVPM resulted in a disproportionate number being involved in the first two stages of the IDVPM. This issue could have been resolved by either extending the data collection time frame further or by increasing the number of Probation Officers participating in the research. These alternatives would have posed additional considerations notably, the need to include more research sites (with a concomitant increase in the complexity of maintaining a clear chain of evidence) and an increased potential that participants would withdraw from the process.

The potential for a conflict of interest through my occupation of the roles of researcher and Community Corrections Manager was discussed in the application to the Human Ethics Committee (Appendix One). The procedures outlined in the ethics proposal were adhered to and during the research there were no instances of apparent conflict of interest. However, it is pertinent to observe that my institutional involvement is evident in the manner in which the research has been designed and in my evaluation of the results. My 'insider' status and knowledge has contributed to my identification and definition of the substantive practice issues. The IDVPM has been developed from the perspective which I hold regarding the purpose and function of practitioners within the Community Corrections Service. It is a matter for conjecture whether a researcher with no prior experience of the Community Corrections Service would have identified similar research issues. What I regard to be noteworthy

regarding the research which I have undertaken is my conscious effort to introduce a broader social work perspective to the specific practice area and issue which has been under consideration. Current Community Corrections Service policy regarding intervention has not been framed within an integrated practice perspective. This research has sought to apply this practice perspective to a discrete area of Community Corrections intervention with clients.

In summary I believe that the research process (both design and implementation) was successful. Further, the research data which has emerged provides a valid source of information which can be used to inform any future development of the IDVPM. In the following section some options are considered.

Directions for Future Research

Any future research proposal designed to assess the effectiveness of the IDVPM should incorporate the following:

* The research process should be longitudinal, with clients being assessed against measures twelve months after the completion of their intervention programme.

* The measures used to assess the effectiveness of the model should include the three sets of measures developed in this research (i.e., reconviction rates, compliance with the conditions of the sentence, individual objectives which include both behavioural and attitudinal components).

* Assurance of the integrity of the implementation of the IDVPM must be incorporated into the research process. This is likely to require changes in the current case management system used by the Community Corrections

Service. In particular the Probation Officer's workload would require adjustment in light of the complexity involved in the full implementation of the IDVPM.

The IDVPM has been developed within the New Zealand practice context and any further refinement of model would provide the opportunity for the Community Corrections Service to expand on the concept of "best practice" which was identified in Chapter Two. The model of integrated practice, which was outlined in Chapter Three, rests upon: a set of criteria; specified practitioner tasks, and a set of practice principles (refer pages 41-43). The integrated practice framework could also be applied to other areas of Community Corrections service practice, for example, work with clients who are sexually deviant. While the adoption of this framework would have an impact upon resources (in particular practitioner training and supervision) such an approach is essential if professional credibility is to be enhanced.

Concluding Comment

The IDVPM represents an approach to intervention within the Community Correction practice context which attempts to address not only the needs of the primary client (i.e., the offender) but also those of the victim. While there is no statutory mandate for the Probation Officer to intervene directly with the victim it would be professionally irresponsible to ignore the needs of the victims, many of whom continue to live with the client. Further, if intervention with the client is to be effective then they cannot be engaged in isolation from the victim, whose behaviour is likely to have a significant impact upon that of the client.

In conclusion I wish to direct attention back to Rees' observations regarding the type of practice which can be aspired to using the empowerment prospectus. This is practice which articulates a concern with " the achievement of [sic] non-exploitative relationships between people ... (and) the enabling of people to achieve a sense of power through enhanced self-respect, confidence,

knowledge and skills". (Rees 1991:66) I believe that this research represents a move towards achieving this type of practice.

Appendix One

Application to Human Ethics Committee

1.   DESCRIPTION

1.1   Justification.

I have selected intervention with violent offenders as the practice area for the following reasons. First, I have been engaged in direct practice with violent men over the past ten years, providing individual counselling and facilitating change oriented group work. I believe that domestic violence is a social issue which demands the development of effective practice in order to afford victims greater degree of safety and offenders with the opportunity to change their destructive behavioural patterns. The concept of empowerment forms an underlying theme which should both inform and guide the development of models for intervention. Second, as a Manager of a Community Corrections agency I am aware that violent offenders currently comprise one-third of our client base and that there is a need to develop a viable intervention model for use by Probation Officers. Third, the impact of economic rationalism upon service delivery within Community Corrections has been profound. There has been a separation of policy development from service delivery with consequent imposition of initiatives without consultation in the field. The adoption of monetarist management practices and reducing financial resources has seriously challenged the fundamental assumptions regarding the purpose of practice within Community Corrections. The demand for more from less has seen a shift to minimum practice standards with greater emphasis upon monitoring and containment compared with rehabilitative goals. This requires a greater degree of transparency in practice and the development of valid measures of effectiveness. It is vital to the survival of Community Corrections practice that sound developmental research projects be completed producing guidelines for practice which meet the practice principles listed above.

1.2   Objective.

The substantive issue to be addressed in this research surrounds the

relationship between social work theory and practice and the construction of a meaningful frame of reference for Probation Officers working within the context of Community Corrections. Practitioners are constantly faced with moments of decision when the possession of an integrated practice position would provide a greater degree of quality assurance that the needs of clients (both offenders and victims) are met. It will be proposed that an integrated practice position can be developed from a foundation of informed eclecticism regarding practice theory.

The above issue will be engaged through using an action research process to develop a practice statement and case management model regarding intervention with male offenders convicted of domestic assault. The model will be evaluated against the following set of criteria. First, the model must have therapeutic integrity (i.e., it must be drawn from a clearly defined body of practice theory). Second, the model must be able to be implemented by practitioners and be viable within the practice context. Third, the model must be able to be evaluated and to meet the requirements of internal and external reporting systems. Finally, the model must meet the identified needs of the client (in the domestic violence context both offender and victim(s)).

1.3 Procedures for recruiting Participants and obtaining Informed Consent.

It is proposed to conduct the research at a Community Corrections Office located within the Lower North Island Region.

Probation Officer selection.

Involvement will be voluntary and participants must be committed to the project. An information sheet will be made available to Probation Officers and registrations of interest will be invited. Probation Officer selection will be made following an interview with the researcher. There are two selection criteria : knowledge base regarding domestic violence and demonstrated experience in working with violent men. During interview Probation Officers will be asked to articulate their practice perspective (demonstration of knowledge of anger management training, the cycle of violence and the feminist critique of violence as an expression of power, control and patriarchy) and practice experience (relevant experience could include: group work with violent men, involvement in

a violence stopping programme, structured individual casework which draws consciously upon practice theory). The selected Probation Officers will be invited to complete a written consent form as research participants.

Client selection.

i)   Offenders - the project does not involve a test of the effectiveness of the proposed intervention model but of the utility of the model as a practice tool. Therefore there is no requirement for a control group or a pre-test post-test design.   Offenders will be allocated to participating Probation Officers in accordance with existing District practice (usually clients are allocated on the basis of practitioner expertise and current workload). All offenders will have been convicted of Assault involving their female partner. The offender will receive a copy of an information sheet and be invited to participate in the project. Participation will be voluntary and all potential participants will be interviewed by the researcher who will provide further details regarding the research and request informed written consent from the participant.

ii)   Victims - The female partners of offenders convicted of Assault will receive a copy of an information sheet inviting participation in the research. Participation will be voluntary and all potential participants will be interviewed by the researcher who will provide further details regarding the research and invite informed written consent from the participant.

1.4   Procedure in which Research Participants will be involved.

i)   Probation Officers - Probation Officers will use the Integrated Domestic Violence Practice Model (IDVPM) with those offenders who are willing to engage in the research process and who have been convicted of Assault involving their female partner.

A one-day training programme will be provided for Probation Officers involved in the trial implementation of the model. The objectives of the training will be : to obtain commitment to the research project and to resolve resourcing issues; to review the research process and tasks; to review the core components of the initial practice model.

ii)   Offenders - All offenders who agree to participate will be interviewed by a Probation Officer participating in the project. Details regarding this process are

contained in the draft IDVPM.

All offenders will be required to comply with the requirements of their Supervision order. This may involve referral to an outside service provider regarding an anger management programme. Offenders will be asked to participate in evaluation of the IDVPM through a follow-up interview with the researcher and completion of a questionnaire.

The offender's participation in the research will be a separate (but parallel) process to their compliance with any order of the Court.

iii) Victims - All victims will be requested to attend an interview with the Probation Officer who is working with the offender. The focus of the interview will be the assault which resulted in the prosecution of the offender. The victims will be invited to participate participate in subsequent stages of the IDVPM . They will be invited to attend an initial interview with the researcher and will be asked to complete an Abusive Behaviour Inventory (details are contained in the draft IDVPM). At the conclusion of the data collection period victims will be invited attend a follow-up interview with the researcher and complete a questionnaire.

1.5   Procedures for handling Information and Materials produced in the course of the research including raw data and final research report(s).

The practice model will be implemented over a three month period from July to September 1996. Data will be collected from : research journals (process records kept by the Probation Officer), records of interviews (conducted by the researcher) and questionnaires (completed by the participants).

The initial classification and analysis of the data will be conducted by the researcher. The researcher will visit the research site on a monthly basis to invite feedback from participants (Probation Officers, offenders and victims).

The final analysis and restructuring of the practice model will be completed at the conclusion of the trial implementation period.

All research data will be held separately from official Community Corrections

records.   Hard copy (research journals completed by Probation Officers; records of interviews conducted by the researcher; questionnaires completed by participants; researcher notes and research journals) will be held in secure filing cabinets.   Research participants will be assigned a code number and invited to choose a nom de plume which could be used in any report on the project. The Probation Officers involved in the research will be aware of the identity of the other participants (offenders and victims) with whom they are working but will not keep any record of this participation on Community Corrections files.   The researcher will complete analysis and the research report on computer. This data will be stored on floppy disk (two backup copies will be held, one by the researcher and one at Massey University).   All computer disks will be held in secure containers.   The research data will be held by the researcher for five years before being destroyed.   Any information regarding any participant will not be divulged to any third party without the permission of relevant participants.

Copies of the final research report will be provided to Massey University and the Department of Corrections.   The research participants will be given access to a summary of the report.

ETHICAL CONCERNS

The research will meet the requirements of the Massey University Code of Ethical Conduct for Research and Teaching involving Human Subjects.

2.1   Access to Participants.

Participants will be drawn on a voluntary basis from: Community Corrections staff, offenders convicted of an offence of Male Assaults Female, and female victims of assault.

First, Probation Officers will be invited to register their interest in participation and selection of participants will be made by the researcher following an interview. The selected Probation Officers will be invited to complete a written consent form as research participants.

Second, offenders who have been convicted of Assault involving their female

partner will be given an information sheet and be invited to participate in the project. Offenders who indicate an interest will be interviewed by the researcher who will provide details regarding the research and request written informed consent. The participation of offenders in the research will be separate from their participation in any Criminal Justice proceeding. Offenders will have the right to decline participation in the research project at any point, without prejudice to receiving future service from Community Corrections.

Third, the partners of the offenders, who are victims of assault, will be invited to attend an interview with the Probation Officer where they will be provided with a copy of an information sheet regarding the research and be invited to participate in the project. Victims who indicate an interest will be interviewed by the researcher who will provide details regarding the project and invite written informed consent.

Victims who have provided their consent will be interviewed at their convenience in the venue of their choice and if they desire in the presence of their chosen support person.

My responsibility as the researcher is to each individual participant. My role is to ensure that all participants' rights are fully observed and to ensure that participation in the research is not influenced by external considerations. The Department of Corrections has an interest in the research as a stakeholder. However this interest is confined to receiving a copy of the final research report. The Department will not have access to any other information and will not have any influence regarding the research process.

2.2   Informed Consent.

The principle of written informed consent can be regarded as the linchpin to ethical decisions. Once individuals have indicated an interest in participating in the research they will be interviewed by the researcher. It will be the researcher's responsibility to provide additional information and to clarify any questions raised by participants. All participants will be informed of : the purpose of the research; their possible role in it; the criteria for selection; the protection they will be given regarding anonymity and confidentiality; how the data will be used; their right to decline participation and withdraw without

prejudice at any stage; to refuse to answer any questions without prejudice to any future service from Community Corrections, and to ask any questions at any point in the process.

All participation will be on a voluntary basis and all participants will be asked to complete a written consent form which can be witnessed by a third party of their choice.

2.3   Anonymity and Confidentiality.

The bounds of confidentiality will be explained to all participants by the researcher.   The researcher will not disclose any information provided by a participant without the participant's permission.   The only exception to this would be any disclosure relating to the commission or likely commission of an offence or threat of harm to any third party or to the self.   The researcher will advise both offenders and victims that in these circumstances the researcher would provide information to the assigned Probation Officer.   This is also a legal obligation which binds any Probation Officer.   Both offender and victim will be advised of this by any Probation Officer with whom they engage in an interview.

All participants will be appraised of the procedures for handling information and materials produced in the course of the research which ensure confidentiality. The researcher will explain procedures to be followed to ensure that participant anonymity is retained during the research process and in the final research report.

2.4   Potential Harm to Participants.

The nature of the practice area under review is extremely sensitive and danger exists for participants involved in intervention surrounding domestic violence, in particular victims (and their children).   Victims who disclose information concerning the behaviour of an offender often fear reprisal.   There will be no disclosure of information by the researcher which could place a participant at risk of further harm.   Victims who agree to participate will be assured that information which they provide will not be disclosed to any third party without

the victim's permission unless that information indicates that either the victim or other persons are at risk of harm. A core principle which informs the IDVPM is protection of victims and all participants will be advised of this by the researcher.

Offenders who participate in the research will experience a more structured intervention model than they would have otherwise. Offenders will not be disadvantaged through their participation in the research. Their involvement will be separate to any legal requirements made in terms of a Court order and offenders cannot be prosecuted as a consequence of any failure to participate in the research project.

2.5 Potential Harm to the Researcher.

There is potential for harm to the researcher from the tension which could arise from conflicts of interest between the research role and the researcher's role as an employee of the Community Corrections Service. The researcher has entered into an agreement with the Community Corrections Service and has received advice from the Corrections Department regarding legal implications of the research. Clear distinctions have been drawn between the role of researcher and other roles the researcher occupies within the Community Corrections Service and adherence to the procedures which have been developed will reduce the potential for harm to the researcher.

2.6 Potential Harm to the University.

The researcher will communicate honestly and openly with the thesis supervisors as to the progress of and commitment to the project. If at any time it seems likely that any ethical code or academic requirement is not being adhered to the research student must discuss the problems and if necessary withdraw from the project completely.

2.7 Participants' Right to Decline.

Victims and offenders who participate will have the right to decline to answer any questions they do not wish to answer, to decline to provide an interview even if they have previously agreed to such an interview and to withdraw from

the process at any stage without prejudice to the receipt of future services from Community Corrections.

2.8 Uses of Information.

All participants will have access to any personal record compiled as part of the research, including interview notes, case journals and questionnaires. They will be provided with an executive summary of the results of the research and will have access to the final report on the research.

All participants will be provided with a written outline of the research project which will include all intended uses of the results. They will not have any control over information offered by other participants. All data which are presented in a report format and which are accessible to other persons will have all identifying information removed.

2.9 Conflict of Interest.

It is anticipated that through the application of procedures regarding informed consent and confidentiality that potential sources of conflict of interest will be controlled.

The potential for a conflict to exist for an offender between their rights as a research participant and their obligations in terms of a Court order has been discussed above.

The research roles are distinct from any other roles which participants' occupy. The researcher will not be involved in the research as a Probation Officer and can therefore avoid potential conflict of interest which could arise from occupying dual roles. There are clear procedures to be followed by the researcher regarding disclosure of information which will ensure that the researcher does not assume any other role in relationship to any participant.

The research site will be a different location from that where the researcher works. It is unlikely that the researcher will hold any prior knowledge of the offenders and victims who may be invited to participate in the research. In the

event that this situation arises the researcher will indicate that a conflict of interest exists and those potential participants will not be invited to take part in the research.

The researcher will not hold a managerial position in relation to the Probation Officers who are invited to participate in the research. The Probation Officers who participate will be assured that any information regarding their professional competence which might become evident during the course of the research will not be divulged by the researcher to the Community Corrections Service.

The rights of victims who participate in the research are paramount. Victim safety issues take precedence over any requirement of the research. The researcher is responsible for the integrity of the research process and has established adequate procedures to protect the interests of victims who chose to participate.

The interests of the Department of Corrections will not inhibit the aims and principles of the project and will not take precedence over the interests of participants. The Department is a stakeholder through sponsorship of the researcher and provision of resources to enable the research to be completed. However the Department does not have any direct influence in the research design or implementation. The Department will have access only to the final draft of the research report, which will not contain any identifying information regarding any participant which could prejudice a participant's right to receive fair and impartial treatment from the Community Corrections Service.

The purpose of the research is to develop the IDVPM as a practice tool, not to test the effectiveness of intervention or to evaluate participants' responses. A clear distinction will be drawn between research data (which will focus upon process issues relating to the implementation of the practice model) and Community Corrections records (which focus upon content and outcome). The research will involve participants in a parallel but separate process from those actions involved in the administration of any sentence imposed by the court.

2.10   Other Ethical Concerns.

3.   LEGAL CONCERNS

3.1   LEGISLATION

3.1.1   Intellectual Property Legislation.

Copyright Act 1994

Copyright of the MSW thesis will belong to the researcher.   Any publication
which emerges as a result of the work undertaken during the progress of the
research will belong to the particular writer responsible and/or the publisher.
Any sources must be clearly referenced and acknowledged.   If substantial texts
are extracted from other sources copyright permission must be sought.   Written
agreement must be made with particular funding providers with regard to any
specific stake they may have in ultimate ownership of material produced.

3.1.2   Human Rights Act 1993.

There are no apparent implications for the research.

3.1.3   Privacy Act 1993

The researcher has received advice from the Department of Corrections .   The
requirements of the Privacy Act 1993 are met by the procedures specified
regarding anonymity and confidentiality.

3.1.4   Health and Safety in Employment Act 1992

There are no implications for the research.

3.1.5   Accident Rehabilitation Compensation Insurance Act 1992.

There are no apparent implications for the research.

3.1.6 Employment Contracts Act 1991.

There are no apparent implications for the research.

3.2 OTHER LEGAL CONCERNS.

There are no identifiable concerns.

4. CULTURAL CONCERNS

A significant proportion of offenders and victims who agree to participate in the research are likely to come from Maori or Pacific Island cultural backgrounds. While the knowledge and practice base of the IDVPM is relevant to offenders (and victims) of different cultural backgrounds it is not within the parameters of the model to include specific cultural adaptations. The Corrections Department Psychological Services Anger Management programme which provides a base model for anger management intervention was ratified by the then Justice Department Cultural Advisory Unit. The case management base of the practice model allows for the referral of offenders to externally provided programmes which may offer alternative service delivery perspectives.

All Probation Officers employed by the Community Corrections Service are subject to the Department of Corrections Cultural Perspectives policies and will have met selection criteria regarding their ability to work with persons from other cultures.

5. OTHER ETHICAL BODIES RELEVANT TO THIS RESEARCH

5.1 Ethics Committees.

This application is not being submitted to any other ethics committees.

5.2 Professional Codes.

The research is not subject to any other New Zealand professional code.

6.   OTHER RELEVANT ISSUES

There are no other relevant issues for discussion.

INTEGRATED DOMESTIC VIOLENCE PRACTICE MODEL (IDVPM)

VICTIM INFORMATION SHEET

Researcher   Michael Dale, Telephone 06 3548261
Supervisor   Ruth Anderson, Telephone 06 3505217

Who is the Researcher?

The researcher is Michael Dale. Michael is employed by the Community Corrections Service. He has worked as a Probation Officer and is currently a District Manager. He has worked with angry and violent men both individually and in groups over the past ten years and is interested in improving the effectiveness of the service provided by Probation Officers to both offenders and victims. He is completing a thesis for the degree of Master of Social Work and the research forms the basis of his thesis. Michael is being supervised by Dr Ruth Anderson, Department of Social Policy and Social Work, Massey University.

What is the Study About?

The aim of the study is to develop a more effective way for Probation Officers to work with men who have been convicted of Assaulting their female partner. In order to achieve this aim the researcher is interested in obtaining the views of : the man (who has offended); and the woman (who has been the victim); and the Probation Officer who has responsibility for working with the offender.

In particular the study is concerned with what will help to ensure the future safety of the victims. The researcher is interested in hearing from victims what they think are the best ways in which Probation Officers should work with the offenders. The researcher has developed a Practice Model for Probation Officers to follow when working with offenders. This model has been approved by the Community Corrections Service. The researcher is acting independently and the research process will not be influenced by the Community Corrections Service.

What will Participants have to do?

If you agree to take part in this study you would need to be available for

interviews with the researcher. The research will be completed over a three month period. There would be two separate interviews, the first occurring within two weeks of you agreeing to participate , and the second occurring about three months later. Each interview would take about one hour to complete and would be held at a place of your choosing. The researcher would take notes during the interview and you would be able to check these at the conclusion of any interview. You would also be asked to complete a questionnaire at each interview. You may have a support person attend the interviews with you.

You would also need to be available for interview with the Probation Officer who is working with the offender. The Probation Officer is responsible for ensuring that the offender complies with the conditions of the sentence which were imposed by the Court. The Probation Officer will be working in accordance with the Practice Model which has been developed by the researcher and approved by the Department of Corrections. The Probation Officer will not disclose to any other person any information which you might provide, without your permission. The only exception to this would be if you talked about committing an offence or if you make any threat to harm anyone else or yourself.

What can the Participant expect from the Researcher?

If you take part in the study you have the right to:

- refuse to answer any particular question.
- withdraw from the study at any time.
- ask any further questions about the study that occur to you during your participation.
- provide information on the understanding that it is completely confidential to the researcher. The only exception to this would be if you talked about your committing an offence or if you make any threat to harm anyone else or yourself. If this situation arose the researcher would refer this information to the Probation Officer who would make a decision regarding any other action.

It will not be possible to identify you in any reports that are prepared from the study. You may wish to chose another name which can be used in the

research. All records will be held separately from official Community Corrections records and in secure containers.

You will be given access to a summary of the findings from the study when it is finished. A copy of the final report will be held in the library at Massey University. A copy will also be provided to the Department of Corrections and be available to staff employed by the department.

If you are interested in participating in the research you can either advise the Probation Officer who gave you this information sheet or you can contact Michael Dale directly by telephoning 06 3567083.

If you would like to talk confidentially to someone about any issue concerning your experience of violence you can contact:

Palmerston North Women's Refuge	356 5585
Palmerston North Maori Women's Refuge	358 0352
Te Roopu Whararuruhau O Nga Wahine Maori	

INTEGRATED DOMESTIC VIOLENCE PRACTICE MODEL (IDVPM)

PROBATION OFFICER INFORMATION SHEET

Researcher Michael Dale, Telephone 06 3548261
Supervisor   Ruth Anderson, Telephone 06 3505217

Who is the Researcher?

The researcher is Michael Dale. Michael is employed by the Community Corrections Service. He has worked as a Probation Officer and is currently working as a Manager. Michael has worked with angry and violent men both individually and in groups over the past ten years and is interested in improving the effectiveness of the service provided by Probation Officers to both offenders and victims. He is completing a thesis for the degree of Master of Social Work and the research forms the basis of his thesis. Michael is being supervised by Dr Ruth Anderson, Department of Social Policy and Social Work, Massey University.

What is the Study about?

The IDVPM is a practice model for Probation Officers who are working with male offenders convicted of assaulting their female partners. It has been developed from the foundation of informed eclecticism regarding practice theory. The current research project will use an action research process in order to develop the model further. This will involve collaboration between the researcher and participants in a systematic process of planning, acting, observing, reflecting and re-planning.

The research project will involve three groups of participants: Probation Officers employed by the Department of Corrections; male offenders who have been convicted of assault on their female partners; the female victims of assault by their partner. The research project is not designed to test the effectiveness of the intervention model but seeks to develop the utility of the model as a practice tool. The researcher is acting independently and the research process will not be influenced by the Community Corrections Service.

What will Participants have to do?

If you are interested in taking part in this study you are invited to complete the attached registration of interest form. Your involvement will be voluntary and you must be committed to the research project. A copy of the full research proposal will be made available to you. The selection of Probation Officers will be made following an interview with the researcher. There are two selection criteria: knowledge base regarding domestic violence and demonstrated experience in working with violent men.

If you are invited to participate and agree to do so you will be asked to:

i)   Complete a written consent form as a research participant.

ii)   Attend at a one-day training programme for Probation Officers involved in the research project.

iii)   Implement the IDVPM with all offenders who have been convicted of Assault on their female partners and who have agreed to participate in the research. The field research period will continue for three months. This will involve maintaining separate research journals for offenders who are participants.

iv)   Meet with the researcher on a monthly basis to provide feedback and review progress.

v)   Contribute to the review of the practice model at the completion of the field research period.

What can you expect from the Researcher?

If you take part in this study you have the right to:
- withdraw from the study at any time.
- ask any further questions about the study that occur to you during your participation.
- review any notes taken by the researcher of any interviews with you.

It will not be possible to identify you in any reports that are prepared from the study. Any information regarding your professional practice which might become evident during the course of the research will not be divulged by the researcher to the Community Corrections Service.

You will be given access to a summary of the findings of the study when it is

finished. A copy of the final report will be held in the library at Massey University. A copy will also be provided to the Department of Corrections and will be available to staff employed by the department.

INTEGRATED DOMESTIC VIOLENCE PRACTICE MODEL (IDVPM)

CLIENT INFORMATION SHEET

Researcher	**Michael Dale**	**06 3548261**
Supervisor	**Ruth Anderson**	**06 3505217**

Who is the Researcher?

The researcher is Michael Dale. Michael is employed by the Community Corrections Service. He has worked as a Probation Officer and is currently a District Manager. Michael has worked with angry and violent men both individually and in groups over the past ten years and is interested in improving the effectiveness of the service provided by Probation Officers to both offenders and victims. He is completing a thesis for the degree of Master of Social Work and the research forms the basis of his thesis. Michael is being supervised by Dr Ruth Anderson, Department of Social Policy and Social Work, Massey University.

What is the Study about?

The aim of the study is to develop a more effective way for Probation Officers to work with men who have been convicted of Assaulting their female partner. In order to achieve this aim the researcher is interested in obtaining the views of : the man (who has offended); the woman (who has been the victim); and the Probation Officer who has responsibility for working with the offender. In particular the study is concerned with what will help to ensure the future safety of the victims. The researcher is interested in hearing from men who have been convicted what they think are the best ways in which Probation Officers should work with them.

The researcher has developed a Practice Model for Probation Officers to follow when working with men convicted of assaulting their partner. This model has been approved by the Community Corrections Service. The researcher is acting independently and the research process will not be influenced by the Community Corrections Service.

What will Participants have to do?

If you agree to take part in this study you would need to be available for interviews with the researcher. There would be two separate interviews, the first occurring within two weeks of you agreeing to participate, and the second occurring about three months later. Each interview would take about one hour to complete and would be held at a place of your choosing. The researcher would take notes during the interview and you would be able to check these at the conclusion of any interview. You would also be asked to complete a questionnaire at each interview. You may have a support person attend the interviews with you.

You would continue to work with your Probation Officer who will be using the Practice Model which has been developed by the researcher and approved by the Department of Corrections.

What can the Participant expect from the Researcher?

If you take part in the study you have the right to:

- refuse to answer any particular question.
- withdraw from the study at any time without prejudice to receiving service from Community Corrections.
- ask any further questions about the study that occur to you during your participation.
- provide information on the understanding that it is completely confidential to the researcher. The only exception to this would be if you talked about committing an offence or if you make any threat to harm anyone else or yourself. If this situation arose the researcher would refer this information to your Probation Officer who would make a decision regarding any other action.
- It will not be possible to identify you in any reports that are prepared from the study. You may wish to chose another name which can be used in the research. All research records will be held in secure containers. These records will be separate from official Community Corrections records.
- The information which you provide will not be available to any other participants in the research.
- You will be given access to a summary of the findings from the study when it is finished. A copy of the final report will be held in

the library at Massey University. A copy will also be provided to the Department of Corrections and will be available to staff employed by the department.

Your participation in the study will be separate from the requirement for you to comply with the conditions of your Supervision.

If you are interested in participating in the research please tell your Probation Officer who will advise Michael Dale. You will then be contacted to arrange an interview time.

Appendix Two

INTEGRATED DOMESTIC VIOLENCE PRACTICE MODEL

(IDVPM)

PROBATION OFFICER'S HANDBOOK

CONTENTS

1.   THE INTEGRATED DOMESTIC VIOLENCE PRACTICE MODEL (IDVPM)

Introduction

The objective in developing the IDVPM is to provide Probation Officers with a set of guidelines which:

-    have therapeutic integrity (i.e., they are drawn from a clearly defined body of explanatory and practice theory.

-    are able to be implemented by practitioners and are viable within the practice context.

-    can be evaluated and meet the requirements of internal and external reporting systems.

-    meet the identified needs of the client (both offender and victim(s)).

The model is intended for use with men who have been convicted of assault within a domestic context. While the knowledge/practice base is relevant to offenders of different cultural backgrounds it is not within the parameters of the model to include specific cultural adaptations. The case management base of the practice model allows for the referral of offenders to externally provided programmes which may offer alternative service delivery perspectives. What must remain central to the model are the theoretical foundations and the practice principles which are articulated.

Theoretical Base

The model is predicated upon social learning theory which has considerable explanatory power in relation to aggressive behaviour. Social learning theories posit that aggression is learned behaviour and therefore can be unlearned and replaced with new more appropriate behaviours (McMaster and Swain 1989 : 57-69). The use of cognitive/ behavioural anger management training forms an integral part of the model.   The Corrections Department, Psychological Services, Video Anger Management Programme has been used as a base

model. This programme is derived mainly from cognitive behavioural principles and incorporates direct instruction, modelling, the use of role play, group exercises and discussions (Psychological Services Anger Management Programme 1989 : 1).

The application of the model requires the practitioner to adhere to some prescribed practice steps and to accept the predominent social learning theoretical base. The feminist critique of violence as an expression of power, control and patriarchy is included in the model (Walker 1986 : 73). The inclusion of the feminist perspective is essential to the model however it is important to note that '... the profeminist perspective presents a formidable challenge to the conservative cognitions of most Justice clients ...' (Batcheler 1991 : 8).

In developing a practice model for use by Probation Officers it has been necessary to take into account that while the integrated systems model is currently seen to be highly effective intervention strategy (Duluth model and HAIP), there are few communities where it is possible to fully implement this approach.

Practice Principles

The IDVPM is based upon the following principles which form a guide to practice:

-       There is a clear philosophical framework which guides intervention.

-       There are written policy guidelines to ensure practice consistency.

-       There are standardised intervention actions.

-       There is regular monitoring of practice to ensure the practitioner avoids collusion with the offender.

- The protection of the victim (s) is central to any intervention.

- There is ongoing evaluation regarding victim safety and the achievement of intervention goals.

(Robertson et al 1991, Goolkasian 1986, Report of a National Inter-Agency Working Party on Domestic Violence 1992).

Model Structure

The IDVPM has three interrelated stages:

    1)   Assessment and Planning

    2)   Intervention and Re-Assessment

    3)   Termination

Each stage is outlined in subsequent sections of this handbook. All required forms and schedules are included as appendices.

2.   STAGE 1 : ASSESSMENT AND PLANNING

There are three key issues to be addressed during the assessment and planning stage:

    1.   Issues surrounding victim safety.
    2.   The client's degree of motivation to change his behaviour.
    3.   The client's suitability to an intervention programme.

The first step involves an assessment of the client's aggressive behaviour. At this time it is important to engage the client fully and to ensure that they are making an informed decision to pursue treatment. Leibrich (1993) and Sakai

(1991) emphasise the importance of client readiness in determining choice of intervention. Anger Management training is central to the model and must form a key component of the intervention because this approach provides clients with skills to cope with their negative arousal processes and positive alternative strategies for coping with anger and stress (Sakai 1991:536).

1.1.1 Assessment Schedule   (Appendix 1)

There are five core categories of information regarding violent behaviour which must be covered:

    i)   Personal experience of violence

    ii)   Perception of violence

    iii)   Use of violence

    iv)   Details regarding the Current Offence(s)

    v)   Options available to the client regarding their violent behaviour

Guidelines for interviewing Violent Men are contained in Appendix 2.

1.1.2 Corroborative Enquiries Guidelines

It is important to obtain corroborative information regarding the client's behaviour. Partner, family, friends, employer and other agencies are possible sources.

If the victim is contacted it is important not to expose them to further risk. Informed consent must be obtained and the bounds of confidentiality clearly explained.

The victim must not be interviewed in the presence of the client.

The client should be informed that enquiries are to be made.

Key areas to cover with the Victim

- what is the victim's current relationship with the client?
- does the victim have access to appropriate support services?
- does the client have access to children? If so on what terms? (unrestricted, unsupervised, supervised)
- does the victim have any protective orders?
- is the victim aware of the types and purposes of protective orders?
- obtain the victim's comment regarding the client's alcohol and drug use
- complete the Abusive Behaviour Inventory (by consent)
- review the Police Summary of Facts
- review the Victim Impact Statement

Other Sources

- check regarding awareness of the client's abusive behaviour
- obtain comments regarding the client's alcohol and drug use
- what support (if any) is available to the client and/or victim(

1.1.3   Victim Safety Issues

The Victim Safety Issues summary sheet must be completed (Appendix 3)

There are three essential Probation Officer tasks.

1.   To inform the victim of appropriate support agencies.

2.   To provide the victim with information regarding the intervention which the client is undertaking.

3.   To obtain corroborative information regarding client behaviour (only if appropriate and by consent). Complete the Abusive Behaviour Inventory

(Appendix 4) at commencement of sentence, in conjunction with 3 monthly client assessment and at termination.

1.1.4 Assessment Summary

The Assessment Summary (Appendix 5) is completed drawing upon the information obtained from the client assessment interview, victim interview and other corroborative enquiries.

1.2.1 Risk of Offending Assessment

The assessment of client risk of offending forms a core part of an integrated approach to case management. The result of this assessment should be reflected in the case management plan and appropriate risk management strategies should be stated clearly.

The standard Risk Assessment Instrument should be completed and the result discussed with the client.

1.2.2 Development of Case Management Goals

The Case Management Plan (Appendix 6) should be completed with the client.

The first section involves the identification of the Offence Type and Key Issue(s) and the specification of the type of Community Corrections intervention (i.e., type of order).

The second section provides a framework for developing goals. There are three sets of goals and measures. The first and second sets will be common to all clients, while the third set provides the opportunity to focus upon goals which are more specific to the individual client.

1. Societal Goal

   The result of Community Corrections intervention should be a reduction in further offending (of the type which resulted in conviction) by the client.

   Measure =   Number of further convictions for the same or a similar offence.

2. Agency Goals

   The Community Corrections Service seeks to:
   - manage client risk by enforcing the sentence
   - reduce the risk of further offending by ensuring that the client completes an intervention programme

Measure =   Client compliance with the sentence

3. Individual Goals

   These will address both acknowledged and ascribed issues.

   Risk Reduction Goals =   Which focus upon the acquisition of skills to effect positive behavioural changes.

   Educational Goals =   Which focus upon the development of pro-social knowledge and beliefs.

The Probation Officer and client will jointly identify intervention goals and measures.

Examples of Individual Goals

i) Risk Reduction

    To stop the use of physical violence towards.....
    (Specify type of violence and name of victim/s)

To reduce the use of controlling behaviours towards....

(Specify the behaviours and name of victim/s)

ii) Skill Acquisition

To understand and use: *- Time Out*

                                - Cognitive Skills

                                - Relaxation Skills

                                - Communication Skills

iii) Educational

To develop awareness of power and control issues

Measures

Client self-assessment

Probation Officer observation and feedback.

External corroborative reporting (eg. Victim or Service Provider - use could be made of instruments such as the Abusive Behaviour Inventory).

3. STAGE 2 : INTERVENTION AND RE-ASSESSMENT

2.1 Complete Referrals (internal & external service providers)

Criteria

-      All referrals must be written and acknowledged by the client.

-      There must be a clear contract with the service provider regarding:

       - the nature, duration and cost of the service.

       - the goals of the intervention, provision of feedback and assessment.

       - advice regarding client non-attendance.

-      A copy of all relevant documentation must be retained on file.

Internal Service Providers

-      Psychological Services, Department of Corrections

- Programmes run by Probation Officers, Community Corrections Service

External Service Providers

- Individuals and organisations offering intervention which meets the standards for accreditation (Appendix 7)

2.2 Case Monitoring

- The maintenance of appropriate case records are essential for two reasons:

    (1) To provide an adequate level of professional accountability to both the client and the agency.

    (2) Records form an integral part of the intervention process. They should be dynamic process documents which are prepared in conjunction with the client.

- Case notes should evidence the following:
    - client contact
    - review of the intervention plan
    - discussion of the content of intervention
    - discussion regarding the application of skills
    - reinforcement of client committment to intervention
    - resolution of obstacles
    - record of corroborative enquiries (disclosure and confrontation as appropriate)

2.3 Complete 3 Monthly Assessment

The three monthly assessment provides the opportunity to summarise and evaluate intervention strategies, client response and to revise the initial Case Management Plan.

The assessment format is less structured than the Case Management Plan.

The assessment should focus on the substantive issues and should be completed in consultation with the client.

Case Management Assessment Format   (Appendix 8)

Client:
Probation Officer:
Signatures:
Date:

Actions Completed
Revised Casework Assessment
Revised Action Plan

4.   STAGE 3 : TERMINATION

The termination process involves two key tasks: the preparation of a 'safety plan' and the completion of a Termination Report.

1.   Preparation of a 'Safety Plan' / Relapse Prevention.

It is essential that the client develop a plan of action which will extend beyond the period of official intervention.

The mimimisation of risk to potential future victims must be the guiding principle in relapse prevention planning.

The challenge for the client is to maintain positive changes without relapsing back into old patterns. There are two related tasks:

i)   the identification of factors and situations which place the client at risk of returning to abusive behaviours.

ii)   the development of a support system to help reinforce change and provide assistance when difficult situations arise.

If the client has attended an intervention programme with a service provider a safety plan is likely to have been prepared. This plan should be incorporated in the case management record.

The following guidelines provide direction in assisting the client to develop a safety plan.

i)   Reflective Questions
-       How will I be aware of the signs that I am returning to an abusive lifestyle?
-       Am I likely to use these signs as a warning and act on them or will I ignore them and hope they go away?
-       How will others be affected if I decide to return to an abusive lifestyle?
-       What will a return to old patterns say about my resolve to stick with a new lifestyle?
-       Do I think I have the courage and commitment to stand up against all of the messages that say it is okay for men to be abusive or do I think I lack the courage and commitment? (McMaster 1992 : 179-80)
-       Draft a Safety Plan : using pro forma

Safety Plan

1.   I recognise that the following situations are likely to place me at risk:

       e.g.   When I have been drinking; When I am tired

2.   I will continue to practice the following skills:

       e.g.   Time Out; relaxation

3.   My Time Out strategy will be:

4.   My support network is:

      Name: How to contact:

      In an emergency I can contact:

5.   I will continue to meet with/attend:

       e.g., MFNV group/counsellor (specify who, time and place)

2.   Termination Report (Appendix 9)

The final case management Termination Report should provide:

- a summary of the client's response to the sentence.
- specific comment regarding the achievement of the case management plan objectives.
- an outline of the client's 'safety plan'.
- any remaining areas of concern
- an assessment of reoffending potential
- comment regarding the benefit of future community based sentences

This report should include reference to all corroborative reports and information which substantiate evaluative comments.

5. BIBLIOGRAPHY

6. APPENDICES

Appendix 1.

ASSESSMENT SCHEDULE

Date:

Name:

Age: Ethnicity:

Offence(s):

---

1. Personal Experience of Violence

- has the client experienced trauma?   Yes/No
- has the client received assistance for trauma?   Yes/No
- is the client currently motivated to receive   Yes/No
  assistance for trauma?

Comments

2. Perception of Violence

- does the client differentiate between types of violence?
  - physical   Yes/No
  - psychological   Yes/No
  - sexual   Yes/No
  - controlling behaviour   Yes/No

Comments

3.   Personal Use of Violence

- does the client acknowledge the use of violence?

- physical	Yes/No
- psychological	Yes/No
- sexual	Yes/No
- controlling behaviour	Yes/No

Comments

4.   Present Offence(s)

- involves serious violence (Section 5 Criminal Justice Act)?	Yes/No
- was the client influenced by alcohol and/or drugs?	Yes/No
- does the client accept responsibility for his actions?	Yes/No
- does the client seek to rationalise his actions?	Yes/No
- does the client seek to minimise his actions?	Yes/No
- does the offender display empathy for his victim?	Yes/No

Comments

5.   Options

- does the client have knowledge of coping mechanisms?	Yes/No
- does the client use coping mechanisms?	Yes/No
- has the client received previous assistance for his violent behaviour?	Yes/No
- is the client motivated to receive assistance?	Yes/No

Comments

Summary Statement

Appendix 2.

INTERVIEWING VIOLENT MEN

Probation Officer

<u>**Key Questions**</u>

1.   <u>Personal Experience of Violence</u>

-    What have been the significant experiences of the client?

-    How did the client's father and/or mother act when angry?

-    What types of violence did they experience as a child?

-    Who was violent towards them as a child?

-    Was anybody afraid at home?

-    What did they learn at home about how to handle conflict?

2.   <u>Perception of Violence</u>

-    What is violence? How many different types are there?

-    What is anger?

-    What is the difference between anger and violence?

-    When is violence justifiable?

-    What are the reasons for the justification?

3.   <u>Personal Use of Violence</u>

-    What types of violence has the client used?

-    Does the client perceive their behaviour to be violent?

-    How successful has their use of violence been? Have they achieved their goals?

-    What have been the positive/negative consequences of their violence?

-    How does the client rationalise/minimise their behaviour?

4.   <u>Current Offence/s</u>

-    Obtain the client's view of what happened?

- Expore the background to the offence
- Clearly identify the victim(s) and the client's relationship to them
- What was the client thinking before, during and immediately after the offence?
- How was the client feeling?
- What is the client's perception of the victim's experience?

5.   Exploring Options

- What does the client already do to try to control their anger?
- How successful have these coping mechanisms been?
- Use the cycle of violence/cycle of coping to introduce the client to further alternatives to violent behaviour
- Discuss the possibility of a referral to Psychological Services or an Anger Management Programme.
- How motivated is the client to take responsibility for their own behaviour?
- Challenge and seek to resolve any obstacles which might be raised to participation in any intervention programme.

6.   Corroborative Information

- It is important to obtain corroborative information regarding the client's behaviour. Family, friends, employer and other agencies are possible sources
- The victim may also be contacted. It is important not to expose the victim to further risk. The victim and client should not be interviewed at the same time (at least for the first interview and when seeking corroborative information at any subsequent time)

Appendix 3.

<u>**VICTIM SAFETY ISSUES**</u>

1. Summarise action taken to inform the Victim of appropriate support agencies.

2. Summarise action taken to provide the Victim with information regarding the intervention which the client is undertaking.

3. Summarise action taken to obtain corroborative information regarding client behaviour.

Appendix 4.

ABUSIVE BEHAVIOUR INVENTORY

Here is a list of behaviours that many women report have been used by their partners or former partners. We would like to estimate how often those behaviours occurred during the six months before your partner committed the present offence. Your answers are strictly confidential.

Circle a number from the list below for each item to show your closest estimate of how often the behaviour happened in your relationship with you partner of former partner.

1   =   Never

2   =   Rarely   Less than once a year

3   =   Occasionally   1 - 4 times/year

4   =   Frequently   1 - 2 times/month

5   =   Very Frequently Daily/weekly

1.   Called you names and/or criticised you.   1   2   3   4   5

2.   Tried to keep you from doing something you wanted to do (e.g., said you couldn't go out with friend or go to a meeting).   1   2   3   4   5

3.   Gave you angry stares or looks.   1   2   3   4   5

4.   Prevented you from having money for your own use.   1   2   3   4   5

5. Ended a discussion with you and made the decision himself.

    1   2   3   4   5

6. Threatened to hit or throw something at you.   1   2   3   4   5

7. Pushed, grabbed or shoved you.   1   2   3   4   5

8. Put down your family and friends.   1   2   3   4   5

9. Accused you of paying too much attention to someone or something else.

    1   2   3   4   5

10. Put you on a allowance.   1   2   3   4   5

11. Used your children to threaten you (e.g., told you that you would lose
    custody or said he would leave town with the children).

    1   2   3   4   5

12. Became very upset with you because dinner, housework or laundry was
    not ready when he wanted it to be done the way it should be.

    1   2   3   4   5

13. Said things to scare you (e.g., told you something "bad" would happen or
    threaten to commit suicide).   1   2   3   4   5

14. Slapped, hit or punched you.   1   2   3   4   5

15. Made you do something humiliating or degrading (e.g., made you beg for
    forgiveness or asked his permission to use the car or do something).

    1   2   3   4   5

16. Checked up on you (e.g., listened your phone calls, checked the mileage
    on the car, or called you repeatedly at work).   1   2   3   4   5

17. Drove recklessly when you were in the car.   1   2   3   4   5

18. Pressured you to have sex in a way that you didn't like or want.

     1   2   3   4   5

19. Refused to do housework or child care.   1   2   3   4   5

20. Threatened you with a knife, gun or other weapon.   1   2   3   4   5

21. Spanked you.   1   2   3   4   5

22. Told you that you were a bad parent.   1   2   3   4   5

23. Stopped you or tried to stop you from going to work or school.

     1   2   3   4   5

24. Threw, hit, kicked or smashed something.   1   2   3   4   5

25. Kicked you.   1   2   3   4   5

26. Physically forced you to have sex.   1   2   3   4   5

27. Threw you around.   1   2   3   4   5

28. Physically attacked the sexual parts of your body.   1   2   3   4   5

29. Choked or strangled you.   1   2   3   4   5

30. Used a knife, gun, or other weapon against you.   1   2   3   4   5

Scoring

1. There are four categories of abuse: Physical, Sexual, Psychological and Controlling Behaviour.

2. Each question has been assigned to a category and each question will have a value entered by the respondent.

3. Enter the score circled by the respondent for each question. Then calculate a total score for each category.

4. A total score is obtained by adding all category scores. This score creates an index which can be used to measure victim assessment of changes in offender behaviour over time.

Physical Abuse

Question Number   Score

7   _____

14   _____

17   _____

20   _____

21   _____

24   _____

25   _____

27   _____

29   _____

30   _____

      Total   _____

Sexual Abuse

Question Number   Score

18   ____

26   ____

28   ____

       Total   ____

Psychological Abuse

Question Number   Score

1   ____

3   ____

6   ____

8   ____

11   ____

13   ____

22   ____

       Total   ____

Controlling Behaviour

Question Number   Score

2   ____

4   ____

5   ____

9   ____

10   ____

12   ____

15   ____

16   ____

19   ____

23   ____

      Total   ____

Physical   /50

Sexual   /15

Psychological   /35

Controlling Behaviour   /50

<u>Total Score</u>   /150

Source: <u>Education Groups For Men Who Batter</u>
            Pence E & Paymar M. Springer, NY. 1993

Appendix 5.

ASSESSMENT SUMMARY

1.   Victim safety

-	does the victim have access to appropriate support services?	Yes/No
-	is the victim living with the client?	Yes/No
-	does the client have access to weapons (if yes discuss with Police)	Yes/No
-	are any children living with the client and/or victim?	Yes/No
-	are any other agencies involved?	Yes/No
-	are there protective orders (specify)	
-	type, severity and frequency of past violence (specify)	

Comments

2.   Client Motivation to Change

- degree of acknowledgement of violence (compared with victim assessment)
- how willing is the client to take responsibility to change?
- how willing is the client to attend an intervention programme?

Comments

3.   Intervention Options

Consider the client's: - response to any previous intervention

- current substance abuse

- psychological/mental health issues

Summary

Appendix 6.

CASE MANAGEMENT PLAN

Client:

Probation Officer:

Signatures:

Date:

Offence(s):

Key Issues:

Sentence:

Special Conditions:

Casework Statement

(identify presenting issues, attributed & acknowledged)

GOALS

Societal Goal

Agency Goals

Individual Goals

i)   **Risk Reduction**

ii)   **Skill Acquisition**

iii)   **Educational**

Measures:

ACTION PLAN

Appendix 7.

CRITERIA FOR EXTERNAL SERVICE PROVIDERS

1. Membership of an appropriate professional body, or accountability to an appropriate professional organisation.

2. Demonstrable knowledge and skills in the area of family violence generally, and specifically in the provision of services to aggressive men.

3. Free of abusive behaviour and/or abusive relationships for at least three years, and evidence of subsequent personal development.

4. If providing a group programme, evidence of group facilitation skills.

Programme Criteria

1. Structure
   - Structured programme preferably in a group as more effective.
   - Use of well founded methodology (i.e., combination of cognitive/behavioural, motivational interviewing, relapse prevention, power and control analysis).
   - Preferably co-facilitated and co gender staff.

2. Content
   - Increase understanding about: nature of violence; context and cultural supports of violence; victim impact (including children); patterns of abusive behaviour.
   - Developing non-violent skills.

(Department of Courts Accreditation Criteria 1995)

Appendix 8.

CASE MANAGEMENT ASSESSMENT

Client:

Probation Officer:

Signatures:

Date:

Actions Completed

Revised Casework Statement

Revised Action Plan

Appendix 9.

<u>**COMMUNITY CORRECTIONS TERMINATION REPORT**</u>

NAME: **TERMINATION DATE:**

ALIASES

TYPE OF ORDER **(circle as appropriate)**

SUP **CS** **CC/CP** **PD** **HD** **HABIL** **PAR**

RESPONSE TO ORDER - (Including special conditions, case plan objectives, programme conditions, etc.)

YES **NO**

Order Complied With:

Conviction Free:

COMMUNITY CORRECTIONS OFFICER:
(Probation Officer/Warden)

COMMUNITY CORRECTIONS OFFICE:
DATE:

MANAGER/UNIT MANAGER:
DATE:

Appendix Three

INTEGRATED DOMESTIC VIOLENCE PRACTICE MODEL
CLIENT JOURNAL

Probation Officer :

Client :

INSTRUCTIONS

The purpose of this journal is to record information regarding the use of the Integrated Domestic Violence Practice Model. The focus of the journal content is upon process and it is not a record of individual information.

The journal should be completed as soon as practicable after contact with the client/victim.

Please complete each section of the journal and insert additional pages as required.

The researcher will collect a copy of journal entries on a regular basis and will discuss each completed section with the Probation Officer.

STAGE ONE : ASSESSMENT AND PLANNING

1.1.1   Assessment Schedule

- Were all sections of the schedule completed?   Yes/No

\-   If no, please list the incomplete sections.

\-   What were the obstacles to completion?

1.1.2   Corroborative Enquiries

\-   Please list the type of corroborative enquiries which were completed:

\-   Please identify any obstacles to completion of enquiries:

\-   Were all key areas covered with the Victim?   Yes/No

\-   If no, please identify the areas not covered and the factors which affected this.

1.1.3   Victim Safety Issues

\-   Please list any actions which were not completed:

\-   What were the obstacles to completion?

Document 1.1.4   Abusive Behaviour Inventory

\-   Did the victim agree to complete the inventory?   Yes/No

- If no, what comment (if any) was made?

- If yes, please provide comment regarding the victim response to the inventory.

1.2.2 & 1.2. 3   Case Management Planning

- How clear was the process for the client? Please identify any section which was confusing.

- List the Goals and Measures which were developed (do not include any identifying information)

- Please describe the ways in which the client participated in the planning process:

- Action Plan

    - In what way did the client participate in developing actions

    - Please list the types of actions specified:

STAGE TWO : INTERVENTION AND RE-ASSESSMENT

2.1 Complete Referrals

- Please comment on the availability of appropriate service providers:

- If an external service provider was not available what action was taken?

- Please enclose a copy of the contract made with the service provider (do not include any identifying information).

2.2 Case Monitoring

- How relevant are the case monitoring criteria? Please make   suggestions regarding additions and deletions.

- Please identify areas which were difficult to achieve. What were the reasons? Please include any suggested solutions.

2.2.3 Month Assessment

- What were the obstacles (if any) to completion of the assessment?

- In what ways did the assessment assist in clarifying issues?

STAGE THREE : TERMINATION

3.1 Safety Plan

- What were the obstacles (if any) to completion?

- Please include a copy of the plan (do not include any identifying information)

3.2   Termination Report

- Were all report criteria met?   Yes/No
- If no, what were the obstacles to completion?

- Please include a copy of the Termination Report (do not include any identifying information)

Appendix Four

INTEGRATED DOMESTIC VIOLENCE PRACTICE MODEL

CLIENT INTERVIEW SCHEDULE ONE

Name: Date:

---

1.   **Explanation of Purpose of Research**

- Introduction of researcher
- Review Information sheet
- Answer questions

---

2.   **Obtain Informed Consent**

- Advise the client that consent may be given orally and taped.
- Review Consent Form
- Invite the client to complete the Consent Form
- Provide the client with a copy of the Consent Form (optional)

INTEGRATED DOMESTIC VIOLENCE PRACTICE MODEL

CLIENT INTERVIEW SCHEDULE TWO

Name: **Date:**

1.   Assessment Process

- How clear was the purpose of completing the schedule?

- How fully did the schedule cover issues which were important to the client?

- What was uncomfortable for the client?

- Suggestions for improvement?

2.   Case Management Planning

- How clear was the process?

- How did the client participate in developing goals, measures and actions?

- How useful was the process?

- Suggestions for improvement?

3.   Intervention

- Was the client referred to a programme/counsellor?

- How was this decision made?

- How clear was the process?

- How satisfied was the client with the referral?

- Suggestions for improvement

---

4. Re-Assessment

- How clear was the purpose?

- How useful was this process?

- How did the client contribute?

---

5. Termination

- How was the safety plan developed?

- How useful was this process?

- Suggestions for improvement

---

6. General Comments

INTEGRATED DOMESTIC VIOLENCE PRACTICE MODEL

VICTIM INTERVIEW SCHEDULE ONE

Name: **Date:**

1. **Explanation of Purpose of Research**

- Introduction of researcher
- Review Information sheet
- Answer questions

2. **Obtain Informed Consent**

- Advise the victim that consent may be given orally and taped
- Review the Consent Form
- Invite the victim to complete the Consent Form
- Provide the victim with a copy of the Consent Form (optional)

INTEGRATED DOMESTIC VIOLENCE PRACTICE MODEL

VICTIM INTERVIEW SCHEDULE TWO

Name: Date:

1.   Assessment & Planning Process

-    How clear was the purpose of the victim's involvement in the process?

-    What information was provided (who by and how)?

-    How fully were issues which were of importance to the victim covered?

-    How useful was the Abusive Behaviour Inventory?

-    How relevant was involvement in the case management planning process for the victim?

2.   Intervention Process

-    What information did the victim have regarding the intervention programme which the client was referred to (completed)?

-    How useful/relevant was this information?
-    What involvement did the victim have with the Probation Officer? How useful/relevant was this?

-    What other information would have been useful/important to the victim?

3. **Termination Process**

- What information did the victim have about the client's 'Safety Plan' ? How useful/relevant as this?

- How well were the victim's needs acknowledged and met? (specify areas for improvement)

- What other comments does the victim have regarding how the Community Corrections Service worked with them?

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