

Checklist for organisations working with men

ENVIRONMENT	Not often	Sometimes	Regularly
HOW OFTEN DOES YOUR CENTRE ...			
▪ Display posters that depict positive male images?			
▪ Have easy accessibility for car parking and public transport?			
▪ Have special events or groups that are held outdoors (ie, parks, BBQs)?			
▪ Have male friendly reading material (eg, brochures promoting positive messages for men)?			
▪ Have male staff, or other male clients, who could be noticed by men entering your centre for the first time?			
▪ Display photos of centre activities (with men and children) in the centre?			
HOW OFTEN DOES YOUR ORGANISATION ...			
▪ Provide services and have events/groups outside normal working hours (after 5.00 pm and on weekends)?			
▪ Actively support staff to work with male clients?			
▪ Review policies that specifically identify positive ways of working with and better targeting male clients?			
▪ Review and change policies that identify when men are excluded from receiving services from your organisation?			
▪ Employ male workers to work directly with male clients?			
LANGUAGE			
HOW OFTEN DO YOUR PROGRAMS ...			
▪ Provide discussion of important issues?			
▪ Use clear and simple language, rather than jargon?			
▪ Talk about issues honestly, even when the client is emotional?			
▪ Link family issues with a child focused approach?			
▪ Challenge inappropriate language and behaviour without immediately withdrawing your service?			
▪ Use <i>respectful language</i> (eg, 'mother of the child' rather than 'ex' when describing the mother)?			
▪ Avoid stereotypes and generalisations that all men are violent or perpetrators of domestic violence or child abuse?			
▪ Affirm the role fathers play with their children and families?			

<ul style="list-style-type: none"> Use open body language, eg, shake hands (positive body contact, non-threatening and validating)? 			
<ul style="list-style-type: none"> Use intermittent eye contact, especially when the client has a high degree of anxiety or emotion? 			
<ul style="list-style-type: none"> Have an awareness of male 'personal space' which may be different depending on the gender of the worker? 			
<ul style="list-style-type: none"> Use non-deficit language in fliers and other promotional material? <p><i>Non-deficit language reinforces the ideas that men can commit, choose, have a capacity to relate with children, and a capacity to make day to day decisions, care, change, create, connect, communicate, and have the ability to form lasting and healthy attachments with their children/partner.</i></p>			
INITIAL CONTACT AND MARKETING			
HOW OFTEN DOES YOUR PROGRAM ...			
<ul style="list-style-type: none"> Identify clear purposes for having barbeques, meetings, counselling sessions, gatherings and groups in your advertising? 			
<ul style="list-style-type: none"> Use 'doing' language and 'active' words in your promotion? 			
<ul style="list-style-type: none"> Have clients recommending your program to other men? 			
<ul style="list-style-type: none"> Use the local media to promote your program? 			
<ul style="list-style-type: none"> Give clients choices about available services with clear explanations about their options at point of intake? 			
<ul style="list-style-type: none"> Use appropriate informality at the beginning of meetings/groups/gatherings especially at initial contact? 			
SERVICE PROVISION			
HOW OFTEN DOES YOUR PROGRAM ...			
<ul style="list-style-type: none"> Have a clear context, guidelines, focus, and aim for your program? 			
<ul style="list-style-type: none"> Encourage interaction and connections between participants in group settings? 			
<ul style="list-style-type: none"> Separate behaviour and the person when dealing with male clients? 			
<ul style="list-style-type: none"> Allow clients to influence the group program content? 			
<ul style="list-style-type: none"> Have review points and clear ending points for clients involved in your service? 			
<ul style="list-style-type: none"> Present a variety of choices when working with men? 			
<ul style="list-style-type: none"> Model non-competitiveness and celebrate small successes, fairness, equity, cooperation and equity? 			

▪ Have clear rules and expectations that are relevant to client needs?			
▪ Talk with clients about challenging tasks they need to do and provide men with coaching about how they can be completed?			
▪ Recognise that male clients have something valuable to contribute?			
▪ Use appropriate techniques to reduce the suspicion and concerns that male clients sometimes have when they attend a program?			
▪ Actively request feedback from male clients and members of the community about how approachable your service is?			
Sub-total of points			
	Multiply by 1	Multiply by 2	Multiply by 3
Final total for each column			
FINAL SCORE (add together final totals for each column)			

SCORING

FINAL SCORE BETWEEN ...	SUGGESTED RESPONSES
40 - 65	Significant work needs to be done to improve the organisational support and range of service provision that attracts and retains men in your service.
66 - 80	Your organisation could spend more time in addressing key issues and policies that allow for the further development and support of staff who work with men in your agency. It may be useful to consult with your existing staff about ways that your organisation can improve its services to men.
81 - 100	A good score that indicates your organisation has been working actively in becoming 'male friendly'. It might be useful to spend more time getting feedback from your current male clients and to improve your service delivery to men.
101 - 120	An excellent score that demonstrates that your agency is continually learning and developing its service provision that targets men in families.

GUIDELINES FOR CONTRIBUTORS TO CHILDREN AUSTRALIA

Contributions to *Children Australia* from those interested in the well-being of children, young people and their families are encouraged. The preferred length of paper submitted is 3500-4000 words. Longer papers on topics of particular significance may be accepted in consultation with the editors

Children Australia is included in the Department of Education, Science & Training Register of Refereed Journals. All papers submitted will be reviewed in accordance with DEST requirements as part of the process to objectively assess suitability for publication.

Manuscripts may be accepted for publication, returned for revision or rejected. However, every effort will be made to help authors bring their manuscript up to the required standard for publication. Minor amendments may be made by editorial staff following review to ensure that reasonable standards of content, presentation and readability are maintained. The editors' decision is final.

In addition to the above, *Children Australia* welcomes brief reports (500-1500 words) on program development, policy development or research. Acceptance for publication will be on the basis of review by the editorial team.

COPYRIGHT: Should your paper be accepted for publication, you will be contacted regarding copyright assignment to *Children Australia*.

PREPARATION OF COPY

1. **MANUSCRIPT:** The manuscript to be submitted should be prepared on A4 page size, with double line spacing, and numbered pages.
2. **FORMAT:** Heading levels should be clearly identified, and quotations clearly indicated. However, other formatting should be kept to a minimum, and the use of footnotes and endnotes avoided wherever possible.
3. **REFERENCES:** Please ensure that references are accurate.
The author-date (Harvard) system of referencing is preferred (see, for example, *Style manual for authors, editors and printers*, Sixth edition, 2002, John Wiley & Sons Australia).

SUBMISSION OF MANUSCRIPT

Authors are requested to submit the manuscript as an attachment to an email or, alternatively, to submit three hard copies of the manuscript, together with a disk copy.

Submissions must be accompanied by:

- (a) an abstract of the article of approximately 150 words; any author's acknowledgments should be included on the same sheet;
- (b) a separate cover sheet containing the title of the article; word count; each author's name and full contact details (including telephone number and email address).

Submissions and editorial communications should be addressed to one of the co-editors:

Lloyd Owen
Co-Editor, Children Australia
School of Social Work & Social Policy
La Trobe University
Plenty Road, Bundoora, Vic 3083
Email: L.Owen@latrobe.edu.au

Dr Jennifer Lehmann
Co-Editor, Children Australia
School of Social Work & Social Policy, Bendigo Campus
La Trobe University
PO Box 199, Bendigo, Vic 3552
Email: J.Lehmann@latrobe.edu.au

Books for review should be addressed to:

Book Review Coordinator, Children Australia, PO Box 1312, South Melbourne, Vic 3205.