Australian Government

Department of Education, Employment and Workplace Relations

CHCDFV402C Manage own professional development in responding to domestic and family violence

Release: 1

INDUSTRY SKILLS COUNCILS

Creating Australia's Future

CHCDFV402C Manage own professional development in responding to domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for individuals to manage their own performance and take responsibility for their professional development in relation to domestic and family violence

Application of the Unit

Application	This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills   This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within a domestic violence framework	1.1 Plan *work* practices to ensure maximum consideration is given to *client* and worker safety
	1.2 Ensure all work undertaken accords with prevention *strategies* and accepted models of intervention and demonstrates consideration and understanding of the *underpinning values and philosophies* of domestic violence work and the nature of domestic violence, including its effects, its *social*, *historical*, *political and economic context* and its place in the criminal justice system
	1.3 In all work demonstrate commitment to assist clients to deal with their issues through enhancing skills, accessing appropriate support and working with others in the *community* who share client's issues and concerns
	1.4 In all work demonstrate understanding of the *rights and responsibilities* of the individual, the family, the community, and society and the worker's limitations, strengths and professional boundaries
	1.5 In all work demonstrate consideration of the *interrelationship of issues* affecting clients in a domestic violence context

ELEMENT	PERFORMANCE CRITERIA
2. Model high standards of performance	2.1 Use own performance as a positive role model for others within the occupational group and the community as a whole
	2.2 Acknowledge personal and professional values and attitudes regarding domestic violence and how they impact/conflict in practice, when planning and implementing work activities
	2.3 In all work demonstrate respect and understanding of individual differences and work processes are adapted as appropriate to meet the cultural, linguistic and any specific needs of the client
	2.4 Use *organisation* and *professional standards*, *procedures* and values in providing services to clients affected by domestic violence and reflect community needs
	2.5 Recognise and report breaches of organisation codes of ethics/and or practices in accordance with *professional and organisation standards and procedures*

ELEMENT	PERFORMANCE CRITERIA
3. Develop and maintain professional competence	3.1 Assess personal knowledge and skills in the domestic violence area against occupational *units of competency* and other relevant standards to determine development needs and priorities
	3.2 Regularly use *self assessment and reflection* on practice to monitor *own performance* against established *personal performance standards* and to identify strengths and weaknesses
	3.3 Use feedback from clients, their family and colleagues to identify and develop ways to improve competence in responding to domestic violence
	3.4 Identify *personal development strategies* to recognise and respond effectively to domestic violence, and plan and implement to maintain currency of professional competency
	3.5 Identify, acquire and apply new developments and trends in responding to domestic violence, and the associated skills and knowledge
	3.6 Participate in *support processes* to obtain professional feedback and to monitor occupational health and stress
	3.7 Use networking to identify and build relationships with associated and relevant individuals and organisations
	3.8 *Participate in professional networks and associations* to obtain and maintain personal knowledge and *networks*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:
The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
These include:

- Knowledge of the social, historical, political and economic context of domestic violence, including types and nature of domestic violence, its effects, power and gender issues, child abuse and associated criminal issues
- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- An understanding of current organisation and professional procedures, practices, and social, ethical and business standards
- Knowledge of relevant debriefing and support processes
- An understanding of how to interpret units of competency and apply them to self, including identifying and prioritising personal learning needs
- An understanding of how to develop and maintain professional networks
- Knowledge of the principles and techniques of goal setting, measuring performance and time management
- Knowledge of self assessment and reflective strategies to assist in determining personal development needs, including preparing personal plans and establishing priorities
- Knowledge of respectful strategies that will assist in client self-determination to ensure safety of client and family
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- An understanding of specific limitations of work role, responsibility and professional abilities

Essential skills:
It is critical that the candidate demonstrate the ability to:

REQUIRED SKILLS AND KNOWLEDGE

- Manage own performance and take responsibility for professional development in relation to domestic violence, in particular to:
  - consider the physical and emotional safety of clients, their family, worker and colleagues
  - display a positive role model to others
  - adapt work processes to meet the specific needs of the community, client or colleagues as required
  - monitor own performance and identify any personal development needs
  - identify ways to improve performance through seeking feedback from clients and colleagues
  - acknowledge personal values when responding to domestic violence
  - access learning opportunities to extend own personal work competencies to improve service delivery in domestic violence
  - develop and expand professional networks and participate in positive relationship building to further enhance skills and knowledge
  - interpret accurately and comply with legal and procedural requirements
  - understand their own work role and responsibilities in relation to domestic violence issues
  - select and use available technology appropriate to the task

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
These include the ability to:

- Demonstrate application of skills in:
  - networking to enable positive participation in professional associations and networks to enhance knowledge within a domestic violence framework
  - questioning and active listening to establish confidence and facilitate accurate and relevant exchange of information
  - liaison, for example, ability to liaise with people from a range of social, cultural, sub-cultural, religious and ethnic backgrounds in individual or group contexts
  - planning and organising for determining goals and strategies
  - researching and evaluating to acquire and assess information, for example-to prepare personal plans and establish priorities
  - collaboration between worker and client, between worker and colleagues and between services and other providers
  - problem solving for a defined range of predictable problems, for example when client needs are identified as lying outside a worker's particular professional role the worker should offer the client accurate and current information about appropriate services and workers in other occupational groups
  - literacy and communication in relation to analysis and evaluation of feedback, and

REQUIRED SKILLS AND KNOWLEDGE

presentation of information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

Community Services and Health Industry Skills Council

EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
	• All workers should develop their ability to work in a culturally diverse environment
	• In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
	• Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment of this unit include access to:
	• an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
	• Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
	• Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
	• Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

EVIDENCE GUIDE

Method of assessment:	- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations - Evidence for assessment of competence may be gathered by appropriate combination of the following: - demonstration of competency within the working environment to manage professional development in responding to domestic violence - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons - review of any documentation produced by the candidate related to identifying and responding to domestic violence
Related units:	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit: CHCDFV301A Recognise and respond to domestic and family violence

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work may relate to:	• Specific groups, issues or communities e.g. Health issues of young people from particular cultural, religious, sub-cultural backgrounds and/or geographical areas • Monitoring, evaluation and research activities • Policy development • Primary intervention and assessment • Advocacy • Individual casework • Community development • Referrals • Child protection work • Provision of information/materials • Service development towards systems change • Project development and implementation
Client may include:	• Individuals (inclusive of children, youth, adults and the aged) • Referred or self-referred clients • Voluntary and involuntary clients • People with specific needs seeking access to services • Survivors/victims of domestic violence, their families and friends • Users of violence and their family • Other organisations/service providers • Communities

RANGE STATEMENT

Underpinning values and philosophies in responding to domestic and family violence include:

- The safety and well being of those subjected to domestic violence must be the first priority of any response
- All individuals have the right to be free from violence
- The community has a responsibility to work toward the prevention of domestic violence and to demonstrate the unacceptability of all forms of domestic violence
- All forms of domestic violence are unacceptable in any group, culture or creed
- Those who use violence should take responsibility for their behaviour and have access to programs to assist them change their behaviour to ensure the safety of their family
- A commitment to meeting the needs and upholding the rights of clients
- A commitment to empowering those affected by domestic violence
- Domestic violence is widespread and complex
- Domestic violence impacts on the physical, emotional, social, and financial well being and safety of individuals in families
- Domestic violence and abuse has devastating effects on family members and results in significant social and economic costs to the community
- Domestic violence is an abuse of power perpetrated mainly (but not only) by men against women both in a relationship and after separation

RANGE STATEMENT

Social, *historical*, *political and economic context*:	• Statutory framework within which work takes place • Historical context of work e.g. changing attitudes to domestic violence; changing approaches to working with people affected by domestic violence • Changing social context of work e.g. previous, current and changing government and societal views of domestic violence and approaches to working with clients • Political context e.g. government policies and initiatives affecting domestic violence work • Economic context e.g. the current economic situation as it relates to and affects domestic violence and the subsequent impact on client needs and the effects of economic deprivation and control on clients attempting to escape domestic violence
Community may relate to a specific location, *language/ cultural or social structure and include*:	• Individuals and groups defined by the organisation's programs and services • Other agencies providing services to individuals and groups • People with specific needs and interests • Organisation management, colleagues, supervisor, team members • Survivors/victims of domestic violence, their families and friends • Funding bodies • Professional networks and associations • Government representatives and service providers • Policy and decision-makers in the specific community • Groups representing cultural, sub-cultural, religious, social, ethnic, sexual, gender, and age issues in the community

RANGE STATEMENT

Rights and responsibilities may include:	• Rights of safety • Rights under common law • Rights outlined under relevant standards/principles and charters (e.g. UN Declaration on Rights of the Child) • Rights under the Constitution • Rights and responsibilities under legislation (e.g. freedom of information and child protection legislation) • Guidelines relating to parameters of confidentiality/client consent • Worker's code of ethics
Interrelationship of issues when responding to domestic violence may relate to clients with specific needs such as:	• Disability issues • Cultural diversity issues • Language issues, such as when English is not the first language • Issues for the aged or young • Isolation issues, such as those from remote or rural locations • Sexual identity issues • Gender issues • When religious beliefs, practices or values need to be considered • Addiction or dependency issues • Mental health issues • Criminal history • Literacy issues • Those at risk of self-harm • Economic/transport or accommodation issues

RANGE STATEMENT

Own performance may be monitored against established personal and organisation performance requirements and may include processes such as:

- Formal/informal organisation initiated performance appraisals
- Obtaining feedback from supervisors, subordinates and colleagues
- Obtaining feedback from clients, human resource development personnel, family and other relevant community members etc.
- Monitoring of supervised staff, colleagues and/or team staff morale
- Personal reflective behaviour strategies/ methodologies
- Other strategies which facilitate the identification of personal strengths/weaknesses/issues to be addressed
- Routine organisation methods for monitoring service delivery

Organisation and professional standards and procedures may include those relating to:

- Client and worker safety
- Organisation mission statement and/or philosophy
- Routine organisation methods for monitoring service delivery
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- principles and implementation of duty of care and rights of client to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Industry standards
- Inter-agency practice and protocols
- Use of interpreter and interpreter services
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Debriefing and supervision
- Industry standards
- Guidelines relating to parameters of confidentiality/client consent
- Occupational health and safety

RANGE STATEMENT

Units of competency are standards which measure:	• All those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function
Self assessment and reflection requires practitioners to regularly review their own performance against required and established professional performance requirements Such performance requirements may be documented through:	• Professional bodies' competencies and codes of practice/ethics • Organisation HRD policies and procedures • Occupational or functional roles/units of competency • Professional accreditation and re-accreditation requirements
Personal development strategies may include development/ implementation of a personal/ professional improvement program, either internal or external to the organisation including such things as:	• Development of improved interpersonal/technical skills • Updating stress management abilities • Adapting work rotation to facilitate changing personal/work priorities • Formal/informal learning programs • Utilisation of existing strengths to focus future career development • Cultural, sub-cultural awareness/sensitivity • Involvement in community activities • Coaching, mentoring and/or supervision • Counselling • Updating/maintaining knowledge base on domestic/family violence issues and current context for work/professional practice • Establishment of new career paths
Support processes will need to include at least one of the following:	• Counselling • Performance feedback • Debriefing • Training and development • Supervision

RANGE STATEMENT

Networks may be formal or informal and include:

- Regional, specialist and peak associations
- Professional/occupation associations
- Trainers, teachers and academics
- Contacts in policy and funding bodies
- Local inter-agency networks
- Interest and support groups
- Other workers

Participate in professional networks and associations may include purposes such as:

- Learning about the role, services and resources of other organisations
- Learning about the roles and resources of other workers
- Providing advice and information about own service and organisations
- Peer support and review
- Professional development
- Maintaining coordination among organisations and workers
- Supporting joint programs or activities
- Providing information for policy development
- Supporting the interests of specific groups within the community

Personal performance standards relates to:

- The practitioner's level of competency
- Professional ethics
- Integrity and behaviour
- Regulations
- Code of ethics/practice
- Organisation/agency procedures
- Community standards

Unit Sector(s)

Not Applicable