



Australian Government

Department of Education, Employment and Workplace Relations

CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence

Release: 1

CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide domestic violence crisis intervention and support

This standard distinguishes between responses to clients in crisis and responses to clients and their families requiring long to medium term support

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

1. Identify immediate *risks* and needs

PERFORMANCE CRITERIA

- 1.1 Use appropriate *interpersonal skills* to promote confidence and rapport, allowing accurate and relevant exchange of information
- 1.2 Use *methods* to ensure that all relevant *client* information is collected with client consent
- 1.3 Assess information for complexity, urgency and eligibility so *immediate needs* can be accurately identified
- 1.4 Analyse and respond to any indications of risk or threats to safety according to the degree and nature of the risk for client and/or worker
- 1.5 Identify own limitations in addressing and assessing *client needs* and where appropriate, seek assistance from *appropriate persons*
- 1.6 Ensure all dealings with clients reflect organisation standards and procedures and comply with *legislative and statutory requirements*

ELEMENT

PERFORMANCE CRITERIA

2. Explore interventions

2.1 Explain and promote *rights and responsibilities* of client and worker in accordance with *organisation standards and procedures*

2.2 Immediately respond to incidents affecting safety according to organisation standards and procedures and in a manner designed to protect the safety and welfare of the client and the worker

2.3 Employ relevant *interpersonal skills* to assist clients to explore issues and identify realistic intervention options

2.4 Use relevant *strategies* to help empower and enable the client to maintain their own safety and welfare

2.5 Provide client with information about available *services* that may meet their needs and assist client to identify their preferred option

2.6 In all *work*, prioritise the physical and emotional safety of clients and workers

2.7 In all work demonstrate sensitivity to client's *specific needs* and any cultural, family and individual differences

3. Develop and implement support plans

3.1 Negotiate and agree *strategies* for intervention with the client before commencing work

3.2 Identify and discuss alternative *strategies* which may deal with contingencies that may arise

3.3 Identify, negotiate and implement *strategies* which address client's *immediate* and other *needs* and provide appropriate support and referrals

3.4 Undertake record-keeping and reporting in accordance with *organisation standards and procedures*

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, political, historical, and economic context of domestic violence, including types and nature of domestic violence, 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 in regard to domestic violence, and their affects on individual's rights to safety and autonomy
- Understanding of domestic violence indicators and procedures for undertaking assessment of client needs
- Understanding the differences between responding to clients in a crisis situation and those requiring long term support
- Knowledge of the various groups represented within the local community (e.g. cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct, confidentiality, use of resources, programmed intervention and duty of care requirements
- Knowledge of the appropriate range of referral sources and associated protocols
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Knowledge of applying community development principles and strategies
- Knowledge of effective crisis intervention strategies and their applicability to various scenarios
- Awareness of own values and attitudes and their potential impact on clients
- Understanding of specific limitations of work role, responsibility and professional abilities

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and general knowledge to recognise and respond to domestic violence in an appropriate manner, in particular, to:
 - respond to incidents in a manner which promotes the client's physical and emotional safety
 - establish confidence with clients through using appropriate interpersonal styles and methods
 - identify accurately the immediate needs of clients whilst considering the degree of complexity and urgency
 - select and negotiate appropriate intervention strategies and resources which match client needs
 - interpret accurately and comply with legal and procedural requirements
 - depending on the work program or services provided apply specific knowledge of particular groups or issues (e.g. alcohol and other drugs (AOD), same-sex relationships, religious, survivors/victims, users of violence, Aboriginal and/or Torres Strait Islander people, mental health)
 - understand own work roles and responsibilities in relation to service delivery

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:

- Maintain confidentiality and to deal effectively with breaches of confidentiality especially when client safety is threatened
- Demonstrate application of skills in:
 - response, for example, from responding sensitively to disclosures through to maintaining confidentiality in relation to people affected by domestic violence
 - assessment for a broad range of unpredictable problems involving analysis, assessment, and evaluation - for example, identifying domestic violence during professional contact with clients
 - questioning and active listening that establishes client confidence and facilitates disclosure
 - problem solving for a defined range of 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
 - collaboration between worker and client, and between services and other providers
 - literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to client needs and service delivery issues

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

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

EVIDENCE GUIDE

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 in identifying and 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:

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding 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.

- Interpersonal skills may include:*
- Means by which an emotionally safe and empathic environment is created
 - Means for communicating with people with disabilities or where english is not the first language
 - Methods of communicating with different age, religious, gender and sexual identity groups
 - Non-judgemental communication techniques
 - Using strategies that empower client to ensure safety of client and family
 - Cultural, sub-cultural awareness/sensitivity
 - Demonstrating empathy
 - Using appropriate body language
 - Reflecting, summarising and paraphrasing
 - Asking open-ended questions
 - The ability to ask direct questions about violence in a sensitive and appropriate way
 - Using conflict management skills if appropriate
 - If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the client or client's family
 - Recognition of client/worker power differences
 - Maintaining confidentiality
 - Active listening

RANGE STATEMENT

Methods to collect information may for instance include:

- Interviews with clients, family, significant others and carers
- Questionnaires
- Applications and other forms
- Case documentation
- Using specialist communicators
- Classification tools
- Information from professionals including medical reports
- Information from service providers
- Previous file records
- Client consent (verbal and written)

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

Immediate needs to be assessed include:

- Safety and physical and emotional security
- Safety plans
- Legal or medical information and support
- Accommodation/transportation
- Safety and welfare of any children whether with client or not

RANGE STATEMENT

Other client needs/services and/or strategies could include, but are not limited to:

- Economic support
- Protection from financial exploitation
- Access to services/information
- Ongoing assessment
- Referrals to specialist services
- Referrals to community support and/or education groups
- Establishment of community networks
- Counselling (individual, family or group focused)
- Domestic violence awareness raising programs
- Legal or medical information and support
- Provision of assistance to address issues, gather information, locate other resources
- Advocacy

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 legislation, child protection act)
- Guidelines relating to parameters of confidentiality/client consent
- Worker's code of ethics
- Rights of victim to access crime compensation

RANGE STATEMENT

Organisation standards and procedures may include those relating to:

- Client and worker safety
- 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
- Inter-agency practice and protocols
- Organisation mission statement and/or philosophy
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Grievance procedures
- Industry standards
- Guidelines relating to parameters of confidentiality/client consent
- Occupational health and safety

RANGE STATEMENT

Risk may refer to client, client's family and/or worker and be indicated by the following:

- Self identification of risk
- Evidence of physical injuries
- Threat to safety
- Current or previous criminal charges for assault of client by partner/ex-partner
- Current or previous police involvement
- Objective assessment of client's current ability to protect self and children from further assault or harm
- Threat or attempts to self-harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol, drug or substance abuse
- Intimidation and harassment
- Existing or previous orders relating to domestic violence (e.g. Apprehended violence order), or breach of orders
- Avoidance of discussion regarding possible abuse
- Being denied access to funds, resources or required medications
- Implausible explanation for injuries
- Repeated requests for financial assistance
- Other factors that may indicate a history of violence
- Children's behaviour and developmental level
- Current behaviours of user of violence
- Frequent hospital visits/admissions
- Current or previous separation
- Family court and/or relationship history
- Implied or actual threats to harm the worker by user of violence

RANGE STATEMENT

Appropriate persons include:

- Organisation management, colleagues, supervisor, team members
- Acknowledged domestic violence specialists
- Various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual identity, and age groups within the community
- Government representatives and service providers
- Family members, friends, care-givers
- Specialist support services for people with specific needs
- Support groups such as survivors/victims of violence groups, drug and alcohol groups, community houses, women's networks and refuges, church groups, professional associations
- Authorities responsible for provision of community and justice administration services, for example, local councils, legal services, such as legal aid, and state and commonwealth agencies

Specific needs relating to clients, may include, but are not limited to those:

- Who have a disability
- Who come from diverse cultural and sub-cultural backgrounds
- Whose preferred or main language is not english
- Who are aged or young
- Who live in a remote or rural location
- Who have mental health issues
- Who are in same-sex relationships
- With a dual diagnosis
- Who are of a particular gender
- Whose religious beliefs or practices need to be considered
- Who have addiction or dependency issues
- Who come from an aboriginal background
- Who come from a Torres Strait Islander background

Legislative and statutory requirements include:

- Relevant State/territory/Commonwealth legislation (e.g. Domestic Violence, Guardianship, Disability Services, Immigration, Anti-Discrimination, Child Protection, Legal Practice legislation)
- International conventions relating to the rights of children and young people

RANGE STATEMENT

- Relevant international conventions on civil and human rights
- Freedom of Information legislation

Unit Sector(s)

Not Applicable