



Australian Government

Department of Education, Employment and Workplace Relations

CHCDFV811B Respond to domestic and family violence in family work

Release: 1

CHCDFV811B Respond to domestic and family violence in family work

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to respond to domestic and family violence within the context of working with families

Application of the Unit

Application

This unit of competency applies to community services work which may involve domestic and family violence and which requires an advanced level of skills and knowledge

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. Analyse the impact of domestic and family violence on family work

PERFORMANCE CRITERIA

- 1.1 Identify and respond to the *dynamics of domestic and family violence*
- 1.2 Identify and respond to gender and power as significant dynamics in domestic and family violence
- 1.3 Assess and respond to the safety concerns of family members subject to violence
- 1.4 Recognise and respond to the impact of violent, controlling, intimidating and belittling behaviour on family members
- 1.5 Identify and respond to the behaviours and tactics of family members who use violence
- 1.6 Identify *accountability frameworks and practices*
- 1.7 Identify impact of family domestic work on family workers

ELEMENT**PERFORMANCE CRITERIA**

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|---|--|
| 2. Work within the legal context of domestic and family violence | 2.1 Recognise the <i>legal frameworks</i> that relate to domestic and family violence |
| | 2.2 Ensure staff are familiar with relevant legal responses and programs |
| | 2.3 Build relationships with the relevant police, legal services or allied program staff |
| | 2.4 Share <i>information</i> about the law and relevant programs in relation to domestic and family violence with clients |
| 3. Implement organisation procedures that support family members to cease violent, controlling, intimidating and belittling behaviour | 3.1 Identify accountability frameworks and practices that are relevant to the specific clients |
| | 3.2 Establish appropriate <i>referral practices</i> |
| | 3.3 Make information available about the impact of violence on partners, family members and children |
| | 3.4 Establish a climate in the organisation such that interactions with family members who use violence are characterised by respect, honesty and concern for safety of others |
| 4. Implement organisation procedures to promote safety for family members who are subjected to violence | 4.1 Make information available about incidence and prevalence of domestic and family violence |
| | 4.2 Make available information about the personal impact of domestic and family violence on individuals |
| | 4.3 Make available information about the impact of violence on children |
| | 4.4 Make available process for the creation of <i>safety plans</i> |
| | 4.5 Build networks with relevant service providers |
| | 4.6 Establish a climate in the organisation for appropriate disclosure |

ELEMENT

5. Align service interventions to specific clients

PERFORMANCE CRITERIA

5.1 Analyse relevant family work models that are suitable for domestic and family violence.

5.2 Analyse gender and power relations in family work models

5.3 Utilise appropriate family work models for different client experiences and issues

5.4 Regularly review impact of interventions on specific clients

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 context of domestic violence, including power and control, gender, child abuse, motivation for change, and criminal issues
- Knowledge of theoretical perspectives that inform domestic and family violence work with people affected by violence
- Knowledge of theoretical perspectives informing behaviour change programs which emphasise accountability, responsibility, people's capacity for behaviour change and moves towards acceptable and constructive alternatives to harmful behaviour
- Knowledge of the cultural, age and language groups represented within the local community, and an understanding of cultural issues that arise when working with those groups
- Understanding of the prevalence of beliefs in the broader society which condone violence, and individuals' rights to safety and autonomy
- Knowledge of prevalence of domestic and family violence
- Knowledge of respectful strategies that will assist clients in changing their attitudes, beliefs and behaviours
- Knowledge of legislative requirements and provisions relevant to area of service delivery
- Knowledge which incorporates theories and concepts of planning and control procedures, resource management and risk management
- A knowledge of techniques for dealing with potentially volatile clients and group situations
- Awareness of own values and attitudes and their potential impact on clients
- Knowledge of potential obstacles and opportunities for clients that may impact on changes in attitudes, beliefs and behaviours

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Apply response skills which include maintaining separate confidentiality strategies when working with users of violence, their partner and family members
- Apply questioning and active listening (paraphrasing, clarifying, summarising, relationship building and engaging) techniques to develop a trusting relationship and facilitate accurate and relevant exchange of information
- Use goal setting and strategy development skills for ensuring safety
- Apply self management skills within a supervision framework
- Use assessment skills to identify needs and related issues which impact on user of violence, partner and family members
- Use counselling skills which challenge violence and support the change process
- Apply problem solving skills for a broad range of unpredictable problems involving analysis, assessment, evaluation and the ability to adjust plans and acquire additional resources to assist users of violence, their partner, and/or family
- Collaborate with user of violence, partner and family, and with services and workers across occupational groups
- Deal with volatile and potentially volatile clients and group situations

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:

- Apply literacy and communication skills 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

- Assessment must confirm sufficient ability to analyse the dynamics of domestic and family violence
- Assessment of performance should be over a period

EVIDENCE GUIDE

competency:

of time covering all categories within the Range Statement statements that are applicable in the learning environment

- In particular, assessment must confirm the ability to:
 - accurately identify the safety needs of people subject to domestic and family violence
 - appropriately identify the relevant accountability frameworks for working with domestic and family violence and family work.
 - build networks with and refer to relevant programs which meet the needs of a wide variety of clients
 - accurately interpret and comply with legal and procedural requirements
 - understand own work role and responsibilities in relation to service delivery

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:

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
 - skills involving direct client contact are to be assessed *initially* on two occasions in a simulated setting.
if successful, further assessment is required during 10 hours actual practice under direct observation
 - demonstration of competency within the working environment in delivering services to clients living with and affected by domestic and family violence
 - 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

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.

RANGE STATEMENT

Dynamics of domestic and family violence refer to:

- Power relations and controlling behaviour
- Impact of gender on domestic and family violence
- Behaviours may include:
 - Physical abuse
 - Sexual abuse
 - Social and financial abuse
 - Controlling behaviour
 - Emotional abuse including intimidation and harassment
- The blame for abuse and violence is generally attributed to the person who is subject to the violence leaving them feeling responsible
- The use of abuse and violence is often explained and/or excused by external circumstances, such as alcohol, unemployment

Accountability frameworks and practices refer to but are not limited to:

- Accountability for violence behaviour is located with the user of violence
- Transparent review of the person who uses violent behaviour in relation to the experiences of people who are subject this violence.
- Transparent review of the worker's actions in relation to the experiences of people who are subject to violence
- Transparent review of actions in relation to the statutory and legal obligations
- Transparent review of actions in relation to funding obligations

Safety plans may refer to but are not limited to:

- Specific documents that record and document safety strategies
- Procedures that support clients who are subject to violence to attend services safely
- Organisation arrangements that allow clients who have been subject to violence to participate free from violence and intimidation

RANGE STATEMENT

Referral practices may include:

- Hot (going with client), warm (setting up appointments and direct links) or cold (information for clients to make own contact) referrals
- Referrals to:
 - crisis intervention services
 - legal or medical services
 - family domestic services
 - child support services
 - culturally specific services
 - accommodation services
 - access to services/information
 - financial services
 - child support agency
 - mediation and counselling services
 - living skills and problem solving programs
 - educational programs
 - specialist services

Legal frameworks refer to:

- Family law legislation and associated court orders
- State family and domestic violence legislation and associated programs
- Criminal assault legislation
- Child protection legislation
- Mandatory reporting
- Occupational health and safety (OHS) legislation
- Discrimination and equal opportunities legislation
- Any other relevant state/territory/ commonwealth legislation (e.g. guardianship, disability services, immigration, anti-discrimination, legal practice legislation)
- International conventions relating to the rights of women, children and young people
- Relevant international conventions on civil and human rights
- Freedom of information legislation

Information may refer to but not be limited to:

- Verbal, written, electronic or visual materials

Unit Sector(s)

Not Applicable