



Australian Government

CHCDFV002 Provide support to children affected by domestic and family violence

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Supersedes CHCDFV408C

Application

This unit describes the knowledge and skills required to provide support and information to children and young people living in a home where domestic and family violence occurs. It requires an awareness of the potential effects of domestic and family violence on behaviour and development.

This unit applies to health and community service workers providing services according to established organisation procedures. These workers may not be specialised family violence workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish confidence and rapport with children

1.1 Use interpersonal skills to establish rapport and develop a trusting relationship with the child/young person

1.2 Encourage children and young people to

ELEMENT**PERFORMANCE CRITERIA**

communicate their feelings, experiences and fear

1.3 Show sensitivity to cultural, family, individual differences and any specific needs

1.4 Conduct interactions with children/young people in a welcoming environment and atmosphere that could be considered safe by children/young people

1.5 Make children and/or young people aware of their rights, service and support options

1.6 Apply organisation standards and procedures and comply with legislative and statutory requirements

2. Explore issues and develop plans

2.1 Use interpersonal skills to ensure the needs of children/young people are accurately identified

2.2 Analyse and immediately respond to any indications of risk or threats to safety according to organisation standards and procedures and legislative and statutory requirements

2.3 Identify own limitations in assessing and addressing the child/young person's needs and, where appropriate, seek assistance from appropriate persons

2.4 Ensure all relevant information is collected and assessed for complexity, urgency and safety, to identify priorities for service delivery

2.5 Develop and document support plans with each child/young person that take into account their needs or wishes, and, where appropriate, the wishes of their care-giver

3. Provide support, advocacy and information

3.1 Use strategies that account for children's age, developmental level and their physical and emotional safety

3.2 Provide services and referrals to support key relationships for the child/young person

3.3 Put in place mechanisms that support appropriate parenting

3.4 Provide support services and information to the family according to individual needs

3.5 Provide short term follow up to the child/young person to help maintain their safety and to address any further needs

3.6 Advocate, where appropriate, for the child/young

ELEMENT**PERFORMANCE CRITERIA**

person's needs and rights to safety in interactions with the care-giver

3.7 Complete record-keeping and reporting in accordance with organisation standards and procedures and legislative and statutory requirements

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCDFV002 Provide support to children affected by domestic and family violence

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- provided support to at least 3 children affected by domestic and family violence according to legal and ethical requirements using a process of:
 - establishing a relationship with the child
 - exploring issues and concerns
 - developing a support plan
 - providing ongoing support and information
- identified and responded appropriately to 3 different situations where there are immediate safety concerns
- used age-appropriate interpersonal and communication skills when interacting with children, including:
 - questioning
 - active listening
 - rapport building
 - storytelling
- used age-appropriate resources and techniques, including:
 - information resources

- physical resources
- activities.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations (national and state/territory) for working with children affected by domestic and family violence, and how these are applied in organisations and individual practice:
 - codes of conduct
 - duty of care
 - human rights
 - mandatory reporting
 - privacy, confidentiality and disclosure
 - records management
 - rights and responsibilities of:
 - workers and employers
 - individuals, families, the community and society to minimise or prevent domestic violence
 - specific legislation that applies, including:
 - child protection
 - work role boundaries – responsibilities and limitations
 - work health and safety
- potential effects of witnessing/experiencing domestic violence on children and young people including the effects on their overall development
- age and developmentally appropriate resources and strategies
- development and language levels of children at different stages/ages
- the links between domestic violence and other forms of child abuse such as sexual abuse, physical abuse, psychological abuse and neglect
- services available for children/young people and their families
- organisation procedures, practices and standards for:
 - client assessment
 - allocation of services
 - case management
 - interviewing
 - use of resources
 - programmed intervention
 - referral
- factors related to domestic violence victimisation that impact upon the care-giver's ability to parent effectively

- groups represented within the local community (cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- referral sources and associated protocols
- own values and attitudes and their potential impact on clients.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
 - client information
 - organisation policies and procedures
- modelling of industry operating conditions, including:
 - scenarios that involve interactions with children.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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