



Australian Government

CHCDFV014 Provide programs for people who have been subjected to 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 CHCDFV818C

Application

This unit describes the skills and knowledge required to work collaboratively with people to acknowledge and explore complex issues and concerns associated with their experience of domestic and family violence, and then to address those concerns.

This unit applies to workers who operate with significant autonomy in therapeutic professional service roles in the community sector. The activity is self-directed.

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. Engage person in a supportive process

- 1.1 Analyse existing case information about the user of domestic and family violence as the basis for work
- 1.2 Establish an appropriate physical space that conveys safety and privacy
- 1.3 Establish trust and collaboration with the person who

ELEMENT

PERFORMANCE CRITERIA

	has been subjected to family violence, including explanation of the process
	1.4 Use engagement and questioning techniques that invite the person to share their perspectives and concerns
	1.5 Maintain an ethical relationship with the person with appropriate boundaries
	1.6 Attend to the appropriate cultural context for the client
2. Acknowledge the seriousness of domestic and family violence on individual well being	2.1 Convey messages that acknowledge the traumatic impact of domestic and family violence
	2.2 Listen for the specific safety concerns of the person involved
	2.3 Interrupt self-blame using supportive communication techniques
	2.4 Recognise how the dynamics of domestic and family violence have impacted the person's ability to make decisions and plan
	2.5 Recognise how the health status of the person has been impacted by domestic and family violence
3. Prioritise safe interventions	3.1 Clarify the current situation and circumstances of the person and their dependents
	3.2 Clarify the client's perception of safety
	3.3 Manage dynamics of power in worker client relationship using interpersonal skills
	3.4 Prepare a safety plan with the client based on identified needs
	3.5 Provide accurate and current legal information according to the person's needs
	3.6 Identify the need for, and action referrals according to organisation procedures
4. Identify and explore presenting problems	4.1 Encourage the person to describe the presenting problems and explore their understanding of their concerns
	4.2 Encourage the person to notice and discuss their concerns in relation to associated behaviours or situations
	4.3 Elicit the person's understandings of attempts to manage their concerns in the past

ELEMENT

PERFORMANCE CRITERIA

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| | 4.4 Encourage the person to describe actions they have taken to resist, minimise and avoid violence |
| | 4.5 Encourage the person to describe relationships of respect and trust they have experienced |
| | 4.6 Elicit the person's understanding of ways to build respectful and trusting relationships |
| 5. Attend to practical concerns | 5.1 Explore safe accommodation options for the person |
| | 5.2 Collaboratively identify and explore the concerns and issues that impact on the person's situation and life |
| | 5.3 Collaboratively explore the person's support networks and sources of assistance |
| | 5.4 Make relevant referrals according to organisation policies and procedures and the person's specific needs |
| 6. Promote realistic and achievable actions that support safety | 6.1 Recognise and work with the impact of diversity and cultural obligations on the client's ability to change their circumstances |
| | 6.2 Recognise and work with the significance of the client's perception and assessment of safety |
| | 6.3 Recognise the client's ability to take appropriate actions in the timing most appropriate for the individual involved |
| | 6.4 Support and encourage actions that promote the individual's control of their situation |

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 CHCDFV014 Provide programs for people who have been subjected to 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 effective interventions and developed and documented plans for at least 5 different clients who have been subjected to domestic and family violence
- explored the full range of practical considerations, including:
 - financial issues
 - legal issues
 - work related issues
 - support networks and assistance
- matched intervention modalities and techniques to clients needs, goals, and values, using each of the following on at least 1 occasion:
 - cognitive behaviour therapy
 - solution-focused
 - narrative
 - image
 - systemic.

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 for the domestic and family violence work, and how these are applied in organisations and individual practice:
 - codes of conduct
 - discrimination
 - duty of care
 - human rights
 - mandatory reporting
 - practitioner/client boundaries
 - privacy, confidentiality and disclosure, including limited confidentiality rationale and processes
 - policy frameworks
 - records management
 - rights and responsibilities of workers, employers and clients
 - specific legislative frameworks that apply to domestic and family violence, including:
 - family law
 - child protection
 - domestic violence
 - work role boundaries – responsibilities and limitations in a therapeutic relationship
 - work health and safety
- individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches
- strengths, limitations, and contraindications of specific therapy models, including risks of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit
- the development of theories of intervention
- difference between supportive and interventionist counselling
- counselling models, their principles and how they are used, including:
 - cognitive behaviour therapy
 - solution focused
 - narrative
 - image
 - systemic
- how to distinguish between content and process issues
- timing and appropriate termination of counselling
- group work models and how they are used
- advocacy, community work and community development models
- issues affecting family relationships and their impacts and dynamics, including:

- domestic and family violence
- all abuse types
- mental health
- disability
- post-traumatic stress disorder
- socioeconomics
- inter- generational issues
- dynamics of intimate relationships
- complex interpersonal interactions, power in relationships, abuse and conflict
- support groups available to people who have lived with family violence
- issues the affect different groups in the community
- own values, family of origin work.

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
- modelling of industry operating conditions, including:
 - scenarios that involve complex interactions and problem solving with other people.

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

Links

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