



Australian Government

Department of Education, Employment and Workplace Relations

CHCDFV816B Undertake safety planning with people who have been subjected to domestic and family violence

Release: 1

CHCDFV816B Undertake safety planning with people who have been subjected to domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to assess for, implement and review effective safety plans with clients subjected to domestic and family violence

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

PERFORMANCE CRITERIA

1. Assess the ways in which vulnerabilities of people subjected to violence can affect safety

- 1.1 Recognise the difficulties of *disclosure* and planning within the *dynamics of domestic and family violence*
- 1.2 Identify the impact of *diversity* and *community obligations* on the client's ability to make *safety plans*
- 1.3 Recognise the complexity of *multiple vulnerabilities* in the context of domestic and family violence
- 1.4 Identify the role of domestic and family violence in creating vulnerabilities

2. Implement safety planning procedures

- 2.1 Recognise the impact of dynamics of domestic and family violence on the safety planning process
- 2.2 Clarify the specific safety concerns of the client
- 2.3 Identify safety concerns for children and child protection issues that need to be addressed
- 2.4 Create safety plans for specific clients that address their safety concerns
- 2.5 Make appropriate *referrals*

ELEMENT

PERFORMANCE CRITERIA

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|--------------------------------------|--|
| 3. Review safety planning procedures | 3.1 Analyse the <i>variables</i> within safety plans |
| | 3.2 Obtain feedback from clients about the effectiveness of safety plans |
| | 3.3 Obtain feedback from staff about the effectiveness of safety plans |
| | 3.4 Modify safety planning processes in response to feedback |

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, motivation for change, gender, child abuse and criminal issues
- Knowledge of theoretical perspectives informing domestic and family violence work with people affected by violence
- Knowledge of theoretical perspective 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 to take steps toward safety
- 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 stressed and traumatised clients
- Awareness of own values and attitudes and their potential impact on clients

REQUIRED SKILLS AND KNOWLEDGE

- Knowledge of potential obstacles and opportunities for clients that may impact on safety planning

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Response skills that support clients to engage with safety plans
- 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
- Goal setting and strategy development skills for ensuring safety
- Self management skills within a supervision framework
- Assessment skills to identify needs and related issues which impact on people subject to violence

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:

- Counselling skills which promote respect and support for safety
- 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 people who are subject to violence
- 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 competency:

- Assessment must confirm sufficient ability analyse the dynamics of domestic and family violence and develop relevant safety plans.
- Assessment of performance should be over a period of time covering all categories within the Range

EVIDENCE GUIDE

Statement statements that are applicable in the work environment

- In particular, assessment must confirm the ability to:
 - accurately identify the safety needs of people subject of domestic and family violence
 - accurately identify the vulnerabilities of people who are subject to violence and take these into consideration in safety planning
 - demonstrate capacity to work with clients to develop safety plans that meet their needs
 - recognise that safety planning can be an ongoing process
 - 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:
 - 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
- Analysis of the impact of gender in 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 etc

Disclosure may refer to:

- Giving explicit information about experiences of domestic and family violence
- Providing evidence of civil orders, e.g. DVOs or other legal or medical indicators of violence
- Indicating fear for personal safety
- Refusal to give residential address or other indicators of the need for safety

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

Variables may refer to but are not limited to:

- Separate locations/times of service
- Separate waiting rooms
- Staggered arrivals/staggered departures
- Involvement of informal support people
- Use of domestic and family violence services
- Use of medical services
- Involvement of police or other services
- How and when to offer support to the person who is subject to violence in the presence of person who uses violence
- Involvement of child protection services

Referrals 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
 - domestic and family 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

RANGE STATEMENT

Diversity refers to but is not limited to:

- People who:
 - have a disability
 - come from diverse cultural and sub-cultural backgrounds
 - have a preferred or first language that is not English
 - are aged or a young
 - reside in a remote or rural location
 - have same-sex relationships
 - have different religious beliefs or practices
 - have a dual diagnosis
 - have addiction or dependency issues
 - are of an Aboriginal background or Torres Strait Islander background
 - have mental health issues

Community obligations refers to but is not limited to:

- Cultural commitments to people within and beyond their family
- Parenting responsibilities
- Employment commitments
- Social and cultural responsibilities

Multiple vulnerabilities may refer to but is not limited to:

- Any combination of the following:
 - mental health difficulties
 - disabilities
 - poverty
 - limited literacy
 - alcohol and other drug issues
 - parenting difficulties
 - social isolation
 - lack of care for self
 - limited sense of future

Unit Sector(s)

Not Applicable