



Australian Government

Department of Education, Employment and Workplace Relations

CHCDFV818C Provide programs for people who have been subject to domestic and family violence

Release: 1

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Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCDFV818B Provide programs for people who have been subject to domestic and family violence	CHCDFV818C Provide programs for people who have been subject to domestic and family violence	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to provide effective interventions for people affected by 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. Engage person in a supportive process

- 1.1 Establish an appropriate physical space that conveys safety and privacy
- 1.2 Establish trust including explanation of the process
- 1.3 Use *engagement and questioning techniques* that invite the person to share their perspectives and concerns
- 1.4 Maintain an *ethical relationship* with the person.
- 1.5 Attend to an appropriate cultural context for the client

2. Recognise 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 individual involved
- 2.3 *Interrupt self-blame*
- 2.4 Recognise the *dynamics of domestic and family violence* on the individual's ability to *make decisions and plan*
- 2.5 Recognise the impact of domestic and family violence on the *health status* of individuals

ELEMENT

PERFORMANCE CRITERIA

3. Prioritise safe interventions

- 3.1 Clarify the *current situation and circumstances* of the individual and her/his *dependents*
- 3.2 Clarify the client's perception of *safety*
- 3.3 Manage dynamics of power in worker client relationship
- 3.4 Prepare a relevant *safety plan* with the client
- 3.5 Provide *legal information* if relevant
- 3.6 Make relevant *referrals*

4. Identify and explore *presenting problems*

- 4.1 Encourage individuals 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 individuals understandings of attempts to previously manage their concerns in the past
- 4.4 Encourage the person to describe actions she/he has taken to resist, minimise and avoid violence
- 4.5 Encourage the person to describe relationships of respect and trust he or she have experienced
- 4.6 Elicit the individual's understanding of ways to build respectful and trusting relationships

5. Attend to *practical concerns*

- 5.1 Explore safe accommodation options for the client.
- 5.2 Explore financial concerns and limitations that may impact on the clients situation
- 5.3 Explore client support networks
- 5.4 Explore legal issues with the client
- 5.5 Explore impact of DFV on work relationships
- 5.6 Make relevant referrals according to organisation policies and procedures

ELEMENT

6. Promote realistic and achievable actions that support safety.

PERFORMANCE CRITERIA

- 6.1 Recognise the impact of *diversity* and *cultural obligations* on the client's ability to change her/his circumstances
- 6.2 Recognise 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 her/his situation*

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:

- Variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches
- Recognise 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
- Personal awareness of values, family of origin work, in depth analysis
- Understand the development of theories of intervention
- Working knowledge of the following counselling models, solution focused, narrative, image, CBT, systemic
- Working knowledge of group work models
- Advocacy, community work and community development models
- Distinguish between content and process issues
- Issues affecting family relationships, including: domestic and family violence, all abuse types, mental health, disability, post traumatic stress disorder, socioeconomics, inter generational issues
- Interpretation of legislation relevant to job role including: family law, child protection, domestic violence, child support agency, work health and safety (WHS)
- Knowledge and application of ethical behaviour and legal frameworks for the therapeutic relationship
- Support groups available to people who have lived with family violence
- Self Awareness to facilitate a supportive intervention process in a range of settings
- Boundaries and limitations to therapeutic interventions
- Difference between supportive and interventionist counselling
- Understanding a wide range of client groups and cultural diversity including same sex couples
- Organisation policy and procedures
- Understand dynamics of intimate relationships

REQUIRED SKILLS AND KNOWLEDGE

- Timing and appropriate termination counselling
- Knowledge of legal parameters for working with clients experiencing sexual, physical and emotional abuse, mental health issues
- Complex interpersonal interactions, power in relationships, abuse and conflict

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Manage stress and complex intervention environments
- Respond to trauma
- Undertake suicide prevention
- Screen for survivors of domestic and family violence and child abuse
- Undertake safety planning for domestic and family violence
- Undertake case planning
- Demonstrate effective report writing
- Undertake specialist communication
- Undertake risk assessment and referral
- Work in multidisciplinary team
- Use interactive skills, congruence, non-judgemental
- Seek out clinical supervision and professional development opportunities to ensure best practice and to meet duty of care requirements
- Maintain a solid theoretical base
- Provide transparent service and be accountable for actions
- Apply ethical standards
- Apply systemic conceptualisation
- Formulate hypotheses about presenting client problems
- Work with voluntary and involuntary clients
- Match intervention modalities and techniques to clients needs, goals, and values
- Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, family of origin, larger systems issues of the client)
- Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships
- Articulate rationales for interventions related to treatment goals, plans, assessment, information, and systemic understanding of clients context and dynamics

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

EVIDENCE GUIDE

Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- 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
- Assessment must confirm sufficient ability to analyse the dynamics of domestic and family violence and ensure appropriate screening and risk assessment is conducted
- 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

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
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Related units:

This unit of competency should be assessed in conjunction with either of the following related units:

- CHCFDV816B Safety planning with people who have been subjected to domestic and family violence
- or
- CHCFDV817B Manage domestic and family violence screening and risk assessment processes

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.

Engagement and questioning techniques may include:

- Conversation - non problem focused
- Discuss role as worker
- Display respect and non-judgemental attitude
- Use open questioning in a non threatening manner
- Empathy and rapport

Questioning technique may include but is not limited to:

- Questioning to scan relationship web
- Reflexive questioning
- Relational questioning
- Circular questioning

Presenting problems may include but are not limited to:

- Parenting issues
- Self respect and self blame
- Trauma
- Mental health issues including depression and self harming
- Alcohol and other drugs
- Social isolation
- Suicide ideation

RANGE STATEMENT

Dynamics of domestic and family violence refer to:

- Power relations and controlling behaviour
- Behaviours may include:
 - physical abuse
 - economic abuse
 - sexual abuse
 - controlling behaviour
 - intimidation and harassment
- The blame for abuse and violence is generally attributed to the person who is subject to the violence
- The use of abuse and violence is often explained and/or excused by external circumstances such as alcohol, unemployment etc
- The person/s subject to violence often take responsibility for the violence

Safety plan may refer to but is not limited to:

- Specific documents that record and document safety strategies identified by the client
- 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

Interrupt self-blame may involve but not be limited to:

- Sharing information and research about the tendency for people subjected to violence to take responsibility for violence
- Outlining the way legal interpretations of domestic and family violence set community standard for non-violent behaviour
- Stating organisation principals
- Describing an accountability framework

Dependants may include but not be limited to:

- Children
- Aged parents or family members
- Grown children or siblings with a disability
- Family members who do not speak English
- Pets

RANGE STATEMENT

Practical concerns my include but are not limited to:

- Accommodation
- Finances
- Legal situation
- Child protection and parenting arrangements
- Social obligations and explanations of circumstances

Referral may include:

- 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

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

RANGE STATEMENT

Cultural obligations may refer 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 problems
 - 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