



Australian Government

Department of Education, Employment and Workplace Relations

CHCICS409A Recognise and respond to suspected abuse of vulnerable people

Release: 1

CHCICS409A Recognise and respond to suspected abuse of vulnerable people

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by the worker to identify signs of possible abuse, take appropriate action according to role and responsibilities and minimise the risk of abuse to vulnerable people

Application of the Unit

Application

This unit may be applied in a range of community services contexts
The work requires a range of well developed skills where some discretion and judgement is required and individual workers take responsibility for their own outputs

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. Support improved awareness of the nature of abuse

- 1.1 Identify the types of *abuse* that might occur in relation to the setting and the range of needs of the client
- 1.2 Identify indicators and behaviours of clients that might raise suspicion of possible abuse
- 1.3 Identify the range of *relevant people* who may need to be aware of the suspected abuse
- 1.4 Identify appropriate strategies to manage or report abusive behaviour without harm to the person and relevant others
- 1.5 Identify organisation policy and guidelines relevant to the *setting* to manage a response to suspected abuse
- 1.6 Identify government policy and guidelines relevant to the setting to address abuse

ELEMENT**PERFORMANCE CRITERIA****2. Identify suspected abuse**

- 2.1 Establish and maintain a supportive relationship with the person, identifying *signs* and possible reasons for suspected abuse
- 2.2 Work in a sensitive manner with the person and relevant others using *awareness raising methods* to determine the level of understanding of suspected abuse
- 2.3 Work with the person and relevant others in a way that empowers them to seek clarification of relevant procedures, *information and advice*
- 2.4 Comply with all relevant government policy, legal and organisation requirements including reporting
- 2.5 Clearly record concerns and actions taken relating to the care and *support* of the person and the suspected abuse, according to organisation requirements

3. Implement systems and procedures to respond to suspected or alleged abuse

- 3.1 Demonstrate understanding of organisation's systems and procedures for managing suspected abuse and disclosure of abuse, in a range of settings
- 3.2 Identify and report any *problems with systems and procedures* established to manage suspected abuse
- 3.3 Participate in the establishment of systems and procedures to identify, record and manage suspected and disclosed abuse
- 3.4 Work with relevant people to ensure awareness of their responsibilities to act on suspicion and disclosure of abuse, including use of appropriate systems and procedures
- 3.5 Monitor to ensure records of suspected and disclosed abuse are compiled and maintained correctly, including review of the person's care plan

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 4. Act to support person experiencing suspected abuse | <ul style="list-style-type: none">4.1 Review all available relevant information4.2 Explore person's understanding of the situation and interpretation of what has happened or is happening to them4.3 Assess the actual and potential effects of suspected abuse on the person4.4 Work with the person and relevant others to determine whether a course of action is required and if the person agrees to this4.5 Obtain informed consent, if appropriate, from the person or their legal representative, for any action to be taken on their behalf4.6 Follow strategies, where appropriate, that have been developed to manage the perpetrator4.7 Identify any legal requirement for reporting and/or other action4.8 Ensure action is monitored and reviewed in accordance with organisation policy and procedures |
| 5. Complete reporting documentation | <ul style="list-style-type: none">5.1 Comply with the organisation's and legal reporting requirements5.2 Complete, file and maintain documentation according to organisation policy and protocols |

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:

- Understanding of own work role and responsibilities
- Understanding of the values, rights and ethics concerning consent and confidentiality and tensions which may arise between an individual's rights and the organisation's responsibility to the individual
- The rights of people to make decisions for themselves and take risks in the context of their own lives
- Legal reporting requirements associated with suspected or alleged abuse
- When and how to obtain informed consent from vulnerable people and how to confirm that sufficient information has been provided on which to base this judgement
- How to recognise when a person is unable to exercise their rights to make informed choice and strategies to deal with suspected abuse situations
- How to deal with issues of confidentiality and who has the right to access information
- Key legislation and government policy relating to abuse
- How to obtain information to assist in working with people in abusive situations and authoritative resources and sources of guidance
- Types of abuse and how to identify them
- The nature of people who may be more vulnerable to abuse
- Statistics and characteristics of abuse
- Key issues and debates relating to abuse
- Indicators of abuse
- Different interpretations of abuse and the importance of recognising different value systems in relation to abuse
- Actions to take if abuse is suspected
- How to conduct an investigation into possible abuse
- Systems and procedures for monitoring and identifying abuse
- Evaluation of abuse safeguards
- Methods to raise awareness of abuse

REQUIRED SKILLS AND KNOWLEDGE

- The social model of disability
- The impact of social devaluation on an individual's quality of life
- Competency and image enhancement as a means of addressing devaluation
- The application of 'human rights', particularly in relation to older people

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Access supervision, advice, support and debriefing
- Manage the tension between the rights of the person and responsibility to the individual
- Develop systems and procedures to identify and manage abuse
- Identify key indicators of abuse
- Implement support strategies for suspected and alleged abuse
- Apply understanding of government policies in relation to abuse

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:

- Use communication strategies to:
 - develop a trusting relationships
 - provide appropriate information
 - engage all relevant people
 - work cooperatively with a range of stakeholder organisations
 - work within legal requirements and scope of own work role

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the

EVIDENCE GUIDE

competency:

normal range of workplace conditions

- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
 - appropriate workplace where assessment can take place
 - relevant organisation policy, protocols and procedures
 - relevant government policies and guidelines

EVIDENCE GUIDE

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation
- Interactive discussion
- Demonstration of critical thinking

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.

Abuse may include:

- Financial and material
- Neglect
- Physical
- Psychological
- Sexual
- Social isolation
- Misuse of power toward vulnerable people, such as those with disabilities

RANGE STATEMENT

Relevant people may include:

- Workers from within own organisation/service
- Workers from other organisations/services
- Spouse or partner
- Other family members
- Friends, neighbours and social contacts
- Managers
- Other people in the setting

Organisations such as:

- Police
- Health consumer and/or complaints organisations
- Relevant government departments
- Health services such as general practice, hospital, allied health

Setting may include:

- School
- After school care
- Own home
- Social groups
- Group home
- Residential aged care
- Respite care
- Recreational activities
- Community environments
- Health services

Signs of possible abuse may include:

- Change in behaviour of person, carer and/or family members
- Failing to thrive
- Social withdrawal
- Observable evidence
- Verbal and written complaints
- Aggression, discomfort, fear

RANGE STATEMENT

Awareness raising methods may include:

- Demonstrations
- Events and meetings
- Leaflets, video, audio messages
- Publicity campaigns
- Training courses
- Supervision/mentoring
- Work practices
- Local public discussions and forums

Information and advice on abuse may include:

- Government policies
- Legislation
- Organisation policy
- Research findings
- Specialist service advice, such as legal, guardianship, cultural and linguistic diversity, Aboriginal and Torres Strait Islander

Support may include:

- Investigation
- Maintain status quo
- Referral
- Removal of possible abuser
- Removal of the person
- Action appropriate reporting requirements

Problems with systems and procedures may include:

- Absence of systems and procedures
- Failure to implement systems and procedures
- Inadequate guidance and training
- Lack of equipment and resources
- Misunderstanding of the systems and procedures
- Time constraints
- Systems and procedures not maintained or updated

Unit Sector(s)

Not Applicable