CHCDFV001 Recognise and respond appropriately to domestic and family violence

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CHCDFVxxx Identify and respond to family, domestic and sexual violence

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# Modification History

|  |  |
| --- | --- |
| Release | Comments |

# Application

This unit describes the knowledge and skills required to identify and respond to the needs of people who may be experiencing family, domestic and sexual violence, including immediate intervention and support needs.

This unit applies to individuals within a workplace in a range of contexts and can be applied to a variety of industries.

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. Develop personal awareness of family, domestic and sexual violence | 1.1 Reflect on own perspectives and beliefs on family, domestic and sexual violence  1.2 Identify frameworks, legislation, laws and organisational procedures for addressing family, domestic and family violence  1.3 Identify support mechanisms, appropriate professionals and services for persons exposed to family, domestic and sexual violence | |
| 2. Identify the needs of individuals affected by violence | 2.1 Identify and recognise observable signs, indicators, common presentations, narratives and behaviours associated with family, domestic and sexual violence  2.2 Assess the immediate risk to the safety of persons experiencing violence and the potential risk to others  2.3 Develop intervention and communication strategies to approach persons using or experiencing violence considering diversity and individual differences  **DRAFT**  2.4 Identify and explain rights and responsibilities of workers to create an informed workplace  2.5 Assess information for complexity, urgency and eligibility to prioritise intervention and support  2.6 Use a person-centred approach, active listening and questioning techniques to identify response options for persons using and experiencing violence | |
| 3. Respond to affected individuals needs | 3.1 Use interpersonal skills and a trauma and violence informed approach to develop a rapport with persons experiencing violence  3.2 Identify limitations to assessing and addressing peoples needs and seek assistance from appropriate persons  3.3 Prioritise the physical and emotional safety of affected individuals, their family and workers in developing responses  3.4 Use sensitivity to an individual's specific needs, cultural and family differences to develop an appropriate, accessible and culturally responsive environment  3.5 Provide full, accurate and relevant information using safe and respectful methods of communication to assist persons experiencing violence to identify their rights and options  3.6 Maintain the privacy and confidentiality of affected persons by obtaining informed consent to collect, record and share information  3.7 Identify the need to report violence to authorities based on the information gathered and the level of risk to those experiencing violence  3.8 Identify and monitor persons using violence to mitigate risks for persons experiencing violence | |
| 4. Complete reporting and review response provided | 4.1 Complete accurate and comprehensive records, reports and referral information according to legislative and organisation requirements  4.2 Reflect on the response, intervention or support provided and identify improvements and adjustments to own and organisational processes  **DRAFT** | |

# 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 -

Assessment Requirements for CHCDFVXXX Identify and respond to family, domestic and sexual violence

# Modification History

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| --- | --- |
| Release | Comments |
| Release 1 | Major changes to the application, elements, performance criteria, performance and knowledge evidence and assessment conditions. |

# 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:

identified and responded to the needs of at least 3 ipersons affected by family, domestic and sexual violence, including adult and 1 child or young person experiencing violence

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# 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, ethical and safety considerations (national and state/territory) for people affected by family, domestic and sexual violence, and how these are applied in organisations and individual practice
* observable signs, indicators, common presentations, narratives and behaviours associated with family, domestic and sexual violence
* rights and responsibilities of:
* workers and employersindividuals, families, the community and society to minimise or prevent family, domestic and sexual violence
* organisation procedures, practices and standards for addressing family, domestic and sexual violence
* own work role boundaries – responsibilities and limitations including duty of care, mandatory reporting, privacy, confidentiality, and strategies
* socio-economic, historical and political contexts of violence and the various forms including family, domestic and sexual violence, power and gender issues, child abuse, coercive and financial control and related criminal issues
* myths, unhelpful beliefs, attitudes and practices in the broader society regarding family, domestic and sexual violence and their effects on individuals’ rights to safety and autonomy
* underpinning information and considerations when responding to domestic and family violence, including:
* individual and cohorts most likely to experience or use violence
* prioritisation of the safety and well-being of those subjected to family, domestic and sexual violence
* all individuals have the right to be free from violence
* community has a responsibility to work toward the prevention of family, domestic and sexual violence and to demonstrate the unacceptability of all forms of violence
* those who use violence should take responsibility for their behaviour and have access to programs to assist them change their behaviour to ensure the safety of their family
* meeting the needs, empowering and upholding the rights of affected individuals
* that family, domestic and sexual violence is widespread and complex
* impacts of the physical, emotional, family, domestic and sexual violencethe differences between responding to affected individuals in a crisis situation and those requiring long term support
* immediate needs for assessment, including:
* safety and physical and emotional security

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* safety plans
* legal or medical information and support
* accommodation/transportation and financial support
* safety and welfare of any children whether with affected individual or not
* 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, mandatory reporting processes and associated protocols.

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Care must be taken to provide a safe and supportive environment for participants who may have lived experience, with special considerations made to participants interacting with affected individuals in a real-life setting.

The following conditions must be met for this unit:

* use of suitable facilities, equipment and resources, including:
* affected individuals' information
* organisation policies and procedures
* modelling of industry operating conditions, including:
* scenarios that involve interactions with other people

# Links

Companion Volume implementation guides are found in VETNet -