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CHCDFVxxx Provide support to children affected by family, domestic and sexual violence

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# Modification History

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

# Application

This unit describes the knowledge and skills required to provide support and information to children and young people living in a home where amily, domestic and sexual violence occurs. It requires an awareness of the potential effects of violence on behaviour and development on children and young people.

This unit applies to health and community service workers providing services according to established organisation procedures. These workers may not be specialised family violence workers.

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. Establish confidence and rapport with children/young people | 1.1 Use interpersonal skills to establish rapport and develop a trusting relationship  1.2 Provide children and young people a safe platform to communicate their feelings, experiences and fear  1.3 Show sensitivity to cultural, family, individual differences and any specific needs  1.4 Conduct interactions with children/young people in a welcoming environment and atmosphere that could be considered safe by children/young people  1.5 Make children/young people aware of their rights, service and support options  **DRAFT** | |
| 2. Explore issues and develop plans | 2.1 Use interpersonal skills to ensure the needs of children/young people are identified  2.2 Analyse and immediately respond to any indications of risk or threats to safety according to organisation standards and procedures and legislative and statutory requirements  2.3 Identify own limitations in assessing and addressing the child/young person’s needs and seek assistance from appropriate persons  2.4 Ensure all relevant information is collected and assessed for complexity, urgency and safety, to identify priorities for service delivery  2.5 Develop and document support plans with each child/young person that consider their needs or wishes, and, where appropriate, the wishes of their caregiver  2.6 Develop support plans in line with organisational procedures, sector standards and legislative and statutory requirements | |
| 3. Provide support, advocacy and information | 3.1 Use engagement and communication strategies that are appropriate for children’s age, developmental level and their physical and emotional safety  3.2 Provide services and referrals to support key relationships for the child/young person  3.3 Provide support services and information to the family according to individual needs  3.4 Provide short term follow up to the child/young person to help maintain their safety and to address any further needs  3.5 Advocate, where appropriate, for the child/young person’s needs and rights to safety in interactions with the caregiver  3.6 Complete record-keeping and reporting in accordance with organisation standards and procedures and legislative and statutory requirements | |

# Foundation Skills

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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 Provide support to children affected by family, domestic and sexual 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 support to at least 3 children affected by family, domestic and sexual violence according to legal and ethical requirements. identified and responded appropriately to 3 different situations where there are immediate safety concerns
* used age-appropriate interpersonal and communication skills when interacting with children, including:
* questioning
* active listening
* rapport building
* storytelling
* used age-appropriate resources and techniques, including:
* information resources
* physical resources
* activities.

# 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 employers
* individuals, families, the community and society to minimise or prevent family, domestic and sexual violence

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* specific legislation that applies to protection of children and young people
* work role boundaries – responsibilities and limitations
* work health and safety
* potential effects of witnessing/experiencing domestic violence on children and young people including the effects on their overall development
* age and developmentally appropriate resources and strategies
* development and language levels of children at different stages/ages
* the links between family and domestic violence and other forms of child abuse such as sexual abuse, physical abuse, psychological abuse and neglect
* services available for children/young people and their families
* organisation procedures, practices and standards for:
* client assessment
* allocation of services
* case management
* interviewing
* use of resources
* programmed intervention
* referral
* factors related to domestic violence victimisation that impact upon the care-giver’s ability to parent effectively
* 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 and associated protocols
* own values and attitudes and their potential impact on clients.

# 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
* organisation policies and procedures
* modelling of industry operating conditions, including:
* scenarios that involve interactions with children.

# Links

Companion Volume implementation guides are found in VETNet -

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