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CHCDFVXXXM Provide family, domestic and/or sexual violence support to communities

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# Modification History

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| --- | --- |
| Release | Comments |
| Release 1 | CHCDFVXXXM supersedes and is not equivalent to CHCDFV004 and CHCDFV005. |

# Application

This unit describes the skills and knowledge required to establish and maintain community relationships, work within cultural protocols and support people who experience family, domestic and/or sexual violence. It requires sensitivity and understanding of diverse cultural protocols and practices, including appropriate interpersonal and networking skills.

This unit applies to community services workers providing support to diverse communities, emphasising an understanding of intersectionality to acknowledge and address the overlapping challenges that impact peoples' experiences within the community.

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 and maintain relationship with community | 1.1 Establish and maintain positive relationships with key community members to promote services, fostering respect, acceptance, confidence and credibility  1.2 Identify cultural norms and communication practices that ensure respectful and appropriate interactions  1.3 Collaborate with community members to support programs that address their identified needs  1.4 Collect and review cultural and local information to identify community needs in relation to family, domestic and/or sexual violence  1.5 Provide feedback to the community and community members in relation to information collected to promote transparency and trust  1.6 Promote and support the role of elders, community leaders and kinship systems as a social support mechanism and use when appropriate with consent  **DRAFT** | |
| 2. Apply culturally responsive practices to work | 2.1 Communicate information to the community that is linguistically, visually and culturally acceptable  2.2 Identify and recognise diverse community perspectives and incorporate into planning support activities  2.3 Adapt work processes to meet cultural requirements of the community and specific needs of community members  2.4 Use community values, issues and structures to maximise outcomes  2.5 Complete tasks within community practices, organisation standards and procedures, current legislative and statutory requirements | |
| 3. Support community members | 3.1 Identify and assess physical and emotional safety of community members and take appropriate actions according to the degree of risk and the wishes and circumstances of the person  3.2 Use interpersonal skills to hear, understand, accept and validate community members individual stories to ensure accurate and relevant exchange of information  3.4 Identify and consider different impacts on and barriers to seeking assistance in diverse communities  3.4 Explain and promote the rights and responsibilities of community members and workers throughout contact  3.5 Complete record-keeping and reporting according to organisation standards and procedures and confidentiality requirements | |

# 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.

# Links

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Companion Volume implementation guides are found in VETNet - [https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53](https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53)

Assessment Requirements for CHCDFVXXXM Provide family, domestic and/or sexual violence support to communities

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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 and services to at least 3 community members within at least 2 intersectional communities experiencing family, domestic and/or sexual violence
* promote awareness to at least 2 different communities experiencing family, domestic and/or sexual violence
* provided services in ways that reflect understanding of each individual cohort and an understanding of the communities
* used and adapted the following interpersonal and communication skills to suit specific community, cultural and linguistic needs:
* questioning
* active listening
* storytelling
* rapport and relationship building.

# 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 experiencing family, domestic and/or sexual violence, and how these are applied in organisations and individual practice
* observable signs, indicators, common presentations, misrepresentations, narratives and behaviours associated with family, domestic and/or sexual violence socio-economic, historical and political contexts of violence and the various forms including family, domestic and/or sexual violence, verbal abuse, psychological harm, power and gender drivers, child abuse, coercive and financial control and related criminal issues
* myths, unhelpful beliefs, attitudes and practices in the broader society regarding family, domestic and/or sexual violence and their effects on peoples’ rights to safety and autonomy
* diverse groups represented within the local community (e.g. cultural, religious, language, sexual identity, age and disability) and considerations that may arise when working with those groups

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* support mechanisms, appropriate professionals and services available for persons exposed to family, domestic and/or sexual violence
* organisation procedures, practices and standards for addressing family, domestic and/or sexual violence
* rights and responsibilities of workers, employers, people experiencing violence, families, the community and society to minimise or prevent family, domestic and/or sexual violence
* personal and work role boundaries including the responsibilities and limitations including duty of care, mandatory reporting, privacy, confidentiality, and disclosure strategies
* impacts of cultural, sub-cultural, social, religious, gender, age, language issues etc on attitudes towards family, domestic and/or sexual violence in communities
* key people and groups within the community and relevant protocols for consultation and decision-making
* community development principles and strategies and their application
* ways to gain community acceptance
* cultural and language groups represented within the local/regional community, and a respect of their values, beliefs and traditions
* how to respectfully communicate with the community (adaptation of language, verbal and non-verbal, local language, interpreter services)
* organisation procedures, practices and standards for:
* client assessment
* risk assessment
* allocation of services
* case management
* interviewing and information sharing
* use of resources
* programmed intervention
* referral
* community involvement
* structural barriers and their impact e.g. institutional racism and their effects on Aboriginal and Torres Strait Islander People accessing services
* Aboriginal and/or Torres Strait Islander kinship systems
* own values, perspectives and attitudes and their potential impact on community members.

# 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:
* information of people experiencing violence

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* organisation policies and procedures
* modelling of industry operating conditions, including:
* scenarios that involve interactions with overrepresented cohorts and diverse communities

The following conditions must be met for this unit:

* provision of safe and supportive environment for learners and delivery staff who may have lived experience and experience vicarious trauma, with special considerations made to learners interacting with people in a real-life setting

# Assessors must satisfy the current Standards for Registered Training Organisations (RTOs)/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet -