SOCIAL SERVICE WORK WITH ABUSE, NEGLECT, AND VIOLENCE
Describe selected aspects of knowledge for working with abuse, neglect, and violence

level: 4
credit: 6
planned review date: April 2005
sub-field: Social Services

purpose: People awarded this unit standard are able to: describe selected theoretical and practice issues related to abuse, neglect, and violence; describe means of recognition of abuse, neglect, and violence; and describe selected legislation and social services related to abuse, neglect, and violence.

entry information: Prerequisite: Unit 18290, Describe selected structural issues related to abuse, neglect, and violence, or demonstrate equivalent knowledge and skills.

accreditation option: Evaluation of documentation and visit by NZQA and industry.

moderation option: A centrally established and directed national moderation system has been set up by Community Support Services ITO Limited (Careerforce).
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special notes:
1 People awarded credit in this unit standard are able to demonstrate knowledge of te tino rangatiratanga and kāwanatanga of the Treaty of Waitangi, and are able to demonstrate knowledge of how to apply the articles of the Treaty of Waitangi to social services. They are able to apply this knowledge to the context of assessment for this unit standard (for further clarification, please refer to Unit 7927, Demonstrate knowledge of the application of the Treaty of Waitangi in the social services).

2 Glossary
Abuse, neglect, and violence includes abusive, neglectful, violent, or controlling behaviour that may be economic, emotional, physical, social, verbal, spiritual, and/or sexual in nature. It also includes role abuse, which means the abuse of power by an individual or agency that has a professional, service, or status-based role in relation to survivors. Abuse, neglect, and violence may occur within or outside of families and whānau.
Social service worker is used as a term to refer to the person seeking award of credit in this unit standard. Social service worker may include but is not limited to: community workers, counsellors, kaiāwhina, social workers, kaitautoko, youth workers, and others who deliver social services, whether paid or unpaid.
Survivors is used as a generic term to denote people of both genders who have experienced abuse, neglect, or violence. Survivors include children and young persons, adults, and elders.
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3 In the context of this unit standard, sources of criteria established by legislation, ethical practice, and organisational guidelines include but are not limited to the Children, Young Persons and Their Families Act 1989, Domestic Violence Act 1995 Section 43, Health Act 1956 Sections 22B and 22C, Official Information Act 1982, Privacy Act 1993, agency codes of conduct, codes of practice issued by the Privacy Commissioner, social service codes of ethics; and service provider guidelines, protocols, staff manuals, strategic plans, or kaupapa.


5 Resources related to abuse and neglect of children and young persons may include but are not limited to:
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6 Resources related to the Domestic Violence Act 1995 and Domestic Violence (Programmes) Regulations 1996:

7 Resources related to elder abuse and neglect - may include but are not limited to:
   b Age Concern New Zealand. 1999. *Age Concern elder abuse and neglect services: a report of statistics and service developments covering the three years from July 1996 to June 1999.* Wellington: Age Concern New Zealand.
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Elements and Performance Criteria

element 1
Describe selected theoretical and practice issues related to abuse, neglect, and violence.

performance criteria

1.1 Abuse, neglect, and violence are described in terms of the range of violent and controlling behaviour included in special note 2.

1.2 Terms associated with abuse, neglect, and violence are defined.
Range: terms associated with abuse, neglect, and violence - abuse, anger, control, power, neglect, rape, violence.

1.3 Abuse, neglect, and violence are described in terms of causative and contributing factors.
Range: causative and contributing factors - alcohol and drug issues, anger, frustration, gender relationships, power and control issues, learned behaviour, cultural learning, stress, mental health, physical health.
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1.4 The consequences of abuse, neglect, and violence for people affected by the
abuse, neglect, or violence are described.

Range: consequences - cultural, emotional, financial, inter-generational,
intra-familial, physical, psychological, sexual, spiritual,
victimisation, trauma.
Evidence is required of four of the range, with cultural
consequences being defined from the perspective of the
candidate's own culture.
People affected by the abuse, neglect, or violence - parent,
siblings, partner, children, family or whānau, peers, survivors.
Evidence is required of two of the range, one of which must be
children.

1.5 Needs of survivors in relation to the consequences of abuse, neglect, and
violence are described.

Range: needs of survivors - cultural, gender, emotional, psychological,
spiritual, safety requirements.
Evidence is required of three of the range, one of which must be
safety requirements.

1.6 Myths related to abuse, neglect, and violence are identified and refuted
according to authoritative sources.

Range: authoritative sources may include but are not limited to - resources
listed in special notes; publications by Morrison, Tony, and
Jenkins, Alan.
Evidence is required in relation to three myths related to abuse,
neglect, and violence.
1.7 Cultural principles for social service work with abuse, neglect, and violence are described.

Range: cultural principles - Māori, one Tauiwi culture.

**element 2**

Describe means of recognition of abuse, neglect, and violence.

**performance criteria**

2.1 Means of recognition of abuse, neglect, and violence are described in relation to children and young persons, adults, and elders.

Range: means of recognition may include but are not limited to - behavioural signs; developmental signs; economic signs; physical signs; disclosures; verbal signs; situational signs; family signs; information or comments from family or whānau, or other people connected to the survivor(s).

2.2 Means of recognition of abuse, neglect, and violence are described according to cultural perspectives.

Range: cultural perspectives - Māori, one Tauiwi culture.
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**element 3**

Describe selected legislation and social services related to abuse, neglect, and violence.

**performance criteria**

3.1 Legislation that defines abuse, neglect, and violence is described in terms of relevant criteria.

Range: relevant criteria - legal definitions, legal sanctions, protection; evidence is required in relation to the legislation listed in special note 4. Evidence is required of the provisions of the Crimes Act 1961 related to incest, rape, common assault as defined in sections 2 and 196.

3.2 Privacy and confidentiality issues related to abuse, neglect, and violence, are described according to criteria established by legislation, ethical practice, and organisational guidelines.

3.3 Legislative provision for the reporting of suspected abuse is described in terms of the Children, Young Persons and Their Families Act 1989.
3.4 Local community service providers that respond to abuse, neglect, and violence are listed.

Range: local community service providers may include but are not limited to - ACC; Barnadoes; Child, Youth and Family; Domestic Violence Act providers; Family Court; Family Start; health services; Iwi/Māori social services; legal services; Open Home Foundation; Pacific Island community groups; Parentline; Police; Rape Crisis; Relationship Services; social workers in schools; stopping violence services; Te Korowai Aroha Aotearoa; Victim Support; WINZ; Women's Refuge. Evidence is required of one service provider in the candidate's local community for each of - children and young persons, adults, elders.

3.5 Services and programmes that respond to abuse, neglect, and violence are described in terms of those provided by the identified local community service providers.
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Comments to:

Careerforce
PO Box 2637
Wellington 6140

Please Note: Providers must be accredited by the Qualifications Authority before they can offer programmes of education and training assessed against unit standards.

Accredited providers assessing against unit standards must engage with the moderation system that applies to those unit standards. [Please refer to relevant Plan ref: 0222]