

Title	Undertake assessments in situations of abuse, neglect, or violence		
Level	6	Credits	9

Purpose	People credited with this unit standard are able to: explain the significance of assessment in social service work with abuse, neglect, and violence; demonstrate knowledge of types of assessment in social service work with abuse, neglect, and violence; establish an environment for making an assessment in a situation of abuse, neglect, or violence; gather information on the participant(s) within their wider context in social service work with abuse, neglect, or violence; and record, analyse, and report on information gathered in a situation of abuse, neglect, or violence.
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Classification	Social Services > Social Service Work with Abuse, Neglect, and Violence
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Available grade	Achieved
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Guidance Information

- 1 Legislation and Regulations relevant to this unit standard include but are not limited to:
 - Care of Children Act 2004;
 - Crimes Act 1961;
 - Domestic Violence (Programmes) Regulations 1996;
 - Family Violence Act 2018;
 - Health Act 1956;
 - Human Rights Act 1993;
 - Official Information Act 1982;
 - Oranga Tamariki Act 1989 (Children's and Young People's Well-being Act 1989);
 - Privacy Act 2020;
 - Victims' Rights Act 2002.

- 2 References:
 - Age Concern New Zealand (n.d.). *Elder Abuse and Neglect*. Retrieved December 15, 2020, from <https://tinyurl.com/ydz4auhs>;
 - Fanslow J. L., Kelly P, Ministry of Health. (2016). *Family Violence Assessment and Intervention Guideline: Child abuse and intimate partner violence* (2nd edn). Wellington: Ministry of Health. Retrieved from https://www.health.govt.nz/system/files/documents/publications/family-violence-assessment-intervention-guideline-jun16_0.pdf;
 - Glasgow K, Fanslow J.L. (2006). *Family Violence Intervention Guidelines: Elder abuse and neglect*. Wellington: Ministry of Health. Retrieved from

<https://www.health.govt.nz/system/files/documents/publications/family-violence-guideliens-elder-abuse-neglect.pdf>;

- Ministry of Justice (n.d.). *A new Family Violence Act*. Retrieved June 19, 2020, from <https://www.justice.govt.nz/justice-sector-policy/key-initiatives/reducing-family-and-sexual-violence/a-new-family-violence-act/>;
- Ministry of Justice (n.d.). *Information Sharing Guidance*. Retrieved June 19, 2020, from <https://www.justice.govt.nz/justice-sector-policy/key-initiatives/reducing-family-and-sexual-violence/a-new-family-violence-act/information-sharing-guidance/>;
- Risk Management Project. (1997). *Recognition of child abuse and neglect - Tirohanga tukino tamariki*. Wellington: Oranga Tamariki. Retrieved from <https://practice.orangatamariki.govt.nz/assets/legacy/documents/knowledge-base-practice-frameworks/care-and-protection/recognition-of-child-abuse-and-neglect-tirohanga-tukino-tamariki.pdf>.

3 Definitions:

- *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.
- *Agreement with the participants and/or people of significance to the participants* reflects the desirability of the social service worker first attempting to achieve agreement with the participants and family or whānau on accuracy of information and any processes to be undertaken. In some instances, this may not be possible. In those situations, agreement is judged in terms of information and opinions held by other people of significance, who first include members of the participant's family/whānau; and secondly, health and social service workers, ministers of religion, police officers, solicitors, and others who have current knowledge about the participants and their situation.
- *Available resources* may include but are not limited to resources available to the participant from – the social service worker; the social service provider; Iwi/Maori social services; Pacific Island social services; other social services; community groups; the participant's family or whānau; church; the participant's own resources.
- *Characteristics and needs* may be physical, spiritual, cultural, and mental. They include age and stage of development; coping strategies; family or whānau system and dynamics; culture; disability; experience and knowledge; family or whānau history; gender; health status; personal history; language; psycho-social situation and systems; sexual orientation; socio-economic situation; religious adherence; and needs for physical comfort, safety, and privacy of participants.
- *Organisational policies and procedures* are the policies, procedures, and methodologies of an organisation. They include legislative and regulatory requirements which may apply across an organisation, a specific site, or a workplace. Requirements are documented in organisational health and safety plans, contract work programmes, quality assurance programmes, policies, and procedural documents such as job descriptors and employment contracts.
- *Participant(s)* may include but are not limited to – person(s) whose life or safety is affected by abuse, neglect, or violence; offenders; family or 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.
- 4 People awarded credit in this unit standard must be able to implement Te Tiriti o Waitangi in the social services according to the authority and resources available to them, and demonstrate application of this competence to the context of assessment for this unit standard.
 - 5 People awarded this unit standard demonstrate knowledge of the provisions of statutes and criteria relating to the reporting of abuse, neglect, and violence, and care and protection measures, according to their relevance to the assessment context.
 - 6 It is a principle of safe practice in working with abuse, neglect, and violence that social service workers at all levels of competence participate in professional supervision (sometimes referred to as clinical supervision). People awarded credit in this unit standard demonstrate consistent use of professional supervision as part of safe practice.
 - 7 All communications are treated confidentially, except where there is an ethical, legal, or organisational duty on the social service worker to report abuse, neglect, or violence. Participant(s) are informed of the scope and limits of confidentiality as defined by criteria established by legislation, ethical practice, and service provider guidelines. Sources of criteria established by legislation, ethical practice, and service provider guidelines include, but are not limited to – the Oranga Tamariki Act 1989 (Children’s and Young People’s Well-being Act 1989), Family Violence Act 2018, Health Act 1956 Sections 22B and 22C, Official Information Act 1982, Privacy Act 2020, 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, kawa, or tikanga.

Outcomes and performance criteria

Outcome 1

Explain the significance of assessment in social service work with abuse, neglect, and violence.

Performance criteria

- 1.1 The purpose and rationale of assessment in social service work is outlined and explained.
- 1.2 Assessment that assists with intervention, safety, and outcomes for participant(s) in social service work is explained.
- 1.3 Social, ethical, and cultural factors in assessment are identified and explained.

Outcome 2

Demonstrate knowledge of types of assessment in social service work with abuse, neglect, and violence.

Range may include but is not limited to – informal and formal assessment; clinical assessment; cultural assessment; risk assessment; self-assessment; whānau-based assessment; evidence is required for at least two types of assessment.

Performance criteria

- 2.1 Types of assessment are analysed and explained in terms of principles, purpose, and assessment procedures.
- 2.2 Types of assessment are chosen according to the participant(s) to be assessed and the nature of the situation.

Outcome 3

Establish an environment for making an assessment in a situation of abuse, neglect, or violence.

Performance criteria

- 3.1 An assessment environment is established that meets the characteristics and needs of the participant(s).
- 3.2 Cultural perspectives are selected to begin assessment with the participant(s) and their family or whānau.

Range Māori culture, one Tauwiwi culture;
- 3.3 Kawa or protocols for the assessment are established and sustained with the participant(s), and in accordance with the purpose of the assessment.
- 3.4 Participant(s) are engaged in assessment according to their characteristics and needs, and in accordance with the social service worker's role, function, and any legal responsibilities.

Outcome 4

Gather information on the participant(s) within their wider context in social service work with abuse, neglect, or violence.

Range may include but is not limited to – family or whānau context; wider kinship context; other community or social system; evidence is required of one wider context.

Performance criteria

- 4.1 Interpersonal skills and language are used that respond to verbal and non-verbal communications including body language.
- Range attending, clarifying, encouraging, following, listening, questioning, paraphrasing, reflection of feeling and content, summarising.
- 4.2 Information is gathered on the participant(s) within their wider context in a situation of abuse, violence, and neglect.
- Range participant(s), family or whānau; service provider records.
- 4.3 Information is gathered in accordance with assessment purposes.
- 4.4 The accuracy of gathered information is confirmed with the participant(s), and/or their family or whānau.
- 4.5 Information gathering is undertaken according to cultural protocols and criteria established by legislation, ethical practice, and organisational policies and procedures.

Outcome 5

Record, analyse, and report on information gathered in a situation of abuse, neglect, or violence.

Performance criteria

- 5.1 The safety of the person(s) whose life or safety is affected by abuse, neglect, or violence is confirmed as the first and paramount consideration.
- 5.2 Relevant aspects of the participant(s) within their wider context are identified and recorded.
- Range safety of person(s) whose life or safety is affected by abuse, neglect, or violence as the first and paramount consideration; risk to person(s) whose life or safety is affected by abuse, neglect, or violence; participant(s) strengths, resilience, and means; available resources; suitability for service provider service or programme; wider context.
- 5.3 A systemic assessment of all relevant aspects of the participant(s) within their system context is undertaken.
- 5.4 Analysis is conducted in accordance with assessment purposes.
- 5.5 A plan for action is produced in consultation with the participant(s) and/or and their family or whānau.

- 5.6 Recording, analysis, and reporting of information are undertaken in accordance with criteria established by legislation, ethical practice, and organisational policies and procedures.
- 5.7 Recording, analysis, and reporting of information are completed in accordance with established kawa and tikanga.

Planned review date	31 December 2025
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	26 April 2001	31 December 2022
Review	2	25 February 2021	N/A

Consent and Moderation Requirements (CMR) reference	0024
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This CMR can be accessed at <https://www.nzqa.govt.nz/framework/search/index.do>

Comments on this unit standard

Please contact Careerforce info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.