

Title	Assess presenting issues in situations of abuse, neglect, or violence		
Level	4	Credits	6

Purpose	People credited with this unit standard are able to: describe assessment of presenting issues in social service work with abuse, neglect, and violence; establish an environment for assessment of presenting issues in a situation of abuse, neglect, or violence; gather information on presenting issues in a situation of abuse, neglect, or violence; and assess the information gathered on presenting issues in a situation of abuse, neglect, or violence.
----------------	--

Classification	Social Services > Social Service Work with Abuse, Neglect, and Violence
-----------------------	---

Available grade	Achieved
------------------------	----------

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 ed). 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:

- *Agreement* with the participant(s) and/or people of significance to the participant(s) reflects the desirability of the social service worker first attempting to achieve agreement with the participant(s) 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 participant(s) and their situation.
- *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.
- *Person(s) whose life or safety is affected by abuse, neglect, or violence* include children, young persons, and adults (including elders). They may have experienced and/or be at risk of abuse, neglect, or violence in any context, including that of their family or whānau. 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. People awarded credit for this unit standard demonstrate competence in one context, with any combination of the above factors.
- *Presenting issues* are brought to the attention of the social service worker by the person on first contact. They may include – safety of person(s) whose life or safety is affected by abuse, neglect, or violence; risk to person(s) whose life or safety is affected by abuse, neglect, or violence; participant(s) characteristics, needs, strengths, and means; signs of crisis and distress.
- *Social service worker* is used as a term to refer to the person seeking award of credit in this unit standard. It 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 demonstrate knowledge of te tino rangatiratanga and kāwanatanga of the Treaty of Waitangi and 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.
- 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

Describe assessment of presenting issues in social service work with abuse, neglect, and violence.

Performance criteria

- 1.1 Assessment of presenting issues is described in terms of purpose, limits, and rationale.
- 1.2 Assessment of the ways in which presenting issues can assist with intervention, safety, and outcomes is outlined and described.
- 1.3 Assessment of presenting issues with social, ethical, and cultural factors is outlined and described.

Outcome 2

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

Performance criteria

- 2.1 An assessment environment is established to meet the characteristics and needs of the participant(s).
- 2.2 Cultural perspectives are selected to begin assessment with the participant(s) and their family or whānau.
- Range cultural concepts – Māori, one Tauwiwi culture.
- 2.3 Kawa or protocols for the assessment are established and sustained with the participant(s) in accordance with the purpose of the assessment.
- 2.4 Participant(s) are engaged in the assessment according to their characteristics and needs in accordance with the social service worker's role, function, and any legal responsibilities.

Outcome 3

Gather information on presenting issues in a situation of abuse, neglect, or violence.

Range information may be oral, written, or a combination of oral and written.

Performance criteria

- 3.1 Interpersonal skills and language are used that respond to verbal and non-verbal communications.
- Range attending, clarifying, encouraging, following, listening, questioning, paraphrasing, reflection of feeling and content, summarising.
- 3.2 The accuracy of gathered information is confirmed with the participant(s) and/or their family or whānau.
- 3.3 Information gathering is undertaken according to cultural protocols and criteria established by legislation, ethical practice, and organisational policies and procedures.

Outcome 4

Assess the information gathered on presenting issues in a situation of abuse, neglect, or violence.

Performance criteria

- 4.1 The safety of person(s) whose life or safety is affected by abuse, neglect, or violence is confirmed as the first and paramount consideration.
- 4.2 Presenting issues in a situation of abuse, neglect, or violence are identified.
- 4.3 The assessment is undertaken in accordance with its purpose.

- 4.4 A plan for action is produced in accordance with discussion with participant(s) and/or their family or whānau.
- 4.5 The assessment, plan for action, and recording of the assessment are undertaken in accordance with cultural protocols and criteria established by legislation, ethical practice, and organisational policies and procedures.
- 4.6 Assessment is undertaken in accordance with established kawa and tikanga.

Planned review date	31 December 2025
----------------------------	------------------

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
--	------

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.