



MARKING GUIDE

CHCDFV001

Recognise and respond appropriately to domestic and family violence.

Assessment 2 of 2

Role Plays & Reflective Questions



Assessment Instructions

This assessment consists of five (5) tasks. There are four (4) role plays and that you will need to complete for this assessment along with one (1) reflective question task that you will be required to complete.

- For Role Play 1 – you will need two (2) participants including yourself.
- For Role Play 2 – you will need two (2) participants including yourself.
- For Role Play 3 – you will need two (2) participants including yourself.
- For Role Play 4 – you will need three (3) participants including yourself.
- complete reflective questions

Additional resources and supporting documents:

- Access to LMS learning content.
- Access to Empower Care Community Services Handbook including the following policies and procedures:
 - Privacy and confidentiality
 - Consent policy.
 - Documentation and reporting policies and procedures.
 - Crisis intervention policies and procedures
- Access to participants to play the role of client or colleague in the role plays.
- Access to the following template provided within the assessment:
 - Client Assessment Report
 - Client Safety Planning Record
 - Client Action Plan template
 - Referral template

Assessment Information



Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.



Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)



However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Task Instructions

Assessor instructions: Given the sensitivity of the Domestic and Family Violence unit, it's crucial to provide adequate support to students as they engage with the material. Promptly assist students queries and be flexible with deadlines and provide accommodations if necessary for students who may need additional time or support due to the sensitive nature of the material.

Students must carry out all client interactions by:

1. Adopting work practices that align with the values and philosophies of domestic violence work.
2. Planning work practices and accessing environments that prioritize the safety of both clients and workers.
3. Applying organizational standards, procedures, and complying with legislative and statutory requirements.

Assessor Note: Assess the student's performance in each role play based on their ability to apply the three (3) performance criteria above. Evaluate the student's responses to the reflective questions at the conclusion of each role play. Assess the depth of their understanding and application of the principles outlined above. Look for evidence and examples provided by the student to support their application of these principles within the context of the scenarios presented. Provide feedback that acknowledges areas of strength and identifies areas for improvement in applying the principles outlined in the assessment criteria.

Students Instructions - Role Play 1

Role Play 1

IMPORTANT: This is a role play simulation only. Please ensure the privacy and dignity of your participants are respected.

This is role play 1. This role play will demonstrate your skills to work with people with mental health issues. To carry out this role play you will need two (2) participants including yourself as per below.

- Participant A: Harry J - Support Worker – Student (Yourself)
- Participant B: Dianne – (Client with Domestic and Family violence)

Role Play Scenario:

You are (Harry J) a community support worker working at Empower Care organization. You work with survivors of domestic and family violence. You have been referred a crisis case today, and you will immediately work with the client, Dianne, when she comes to the centre. Dianne is 32-year-old married woman and has two children aged 5 and 7. She currently lives with her partner Sam and two children. Dianne has called ahead requesting help and has been directed to come in and speak with someone. When Dianne enters your office, you immediately notice she looks distressed, and she has clearly been crying and she looks physically tired and restless. When you begin talking with Dianne, you will see that she is strong and determined. During the conversation, you will come to understand that whilst she is not in any immediate danger however her husband's verbally abusive behaviour is emotionally impacting her children she is very concerned about her children's safety and wellbeing, but she is not ready to leave her partner yet. She also discloses that he often yells at her in front of the children, calling her names and blaming her for his frustrations. Dianne feels afraid, anxious, and trapped in the relationship but is unsure how to seek help. However, following a recent argument where Sam's verbal abuse escalated to threats of physical violence, prompted her to seek support. Based on Dianne's needs you will offer to her options of support, but she is hesitant and unsure how to proceed in this process. She expresses fear and uncertainty when offered further support. Dianne has an Aunt Jasmine who is aware of her situation she is very close

to her aunt who has also often helped her when situations have gone out of control. She stays in another suburb and Dianne would often take the train to get to her house.

Read the role play brief below to become acquainted with your role and the roles of other participants.

Role-play participant A (student) brief who will play the role of support worker (Harry J)

Participant A (Community support worker Harry J): As an employee of Empower Care organisation, your primary responsibility involves providing assistance to survivors of domestic and family violence. During the role play your role will be to ensure that Dianne is aware of her rights as a client, including confidentiality, autonomy, and access to support services. You will clarify your own responsibilities as a support worker, such as providing accurate information, maintaining confidentiality, and advocating for Dianne's well-being. You will utilize interpersonal skills to establish trust and rapport with Dianne, creating a safe and supportive environment for open communication demonstrating sensitivity to Dianne's unique needs, preferences, and individual circumstances. You will carefully assess the information provided by Dianne to determine the complexity and urgency of her situation and prioritize interventions, respond promptly and appropriately to the indicators of risks. You will engage in conversation with Dianne to prioritize the physical and emotional safety of Dianne, her children and agree upon intervention strategies and provide accurate information.

During the role play you will complete a series of templates provided within the tasks.

Remember you will be marked on this assessment based on the techniques you apply during the role play and task completion.

Role-play participant B (Person with Domestic Violence) Dianne:

Participant B(Dianne) Instructions: Your role involves portraying an individual with domestic and family violence. Read the role play and fully immerse yourself in the character and portray her experiences, emotions, and concerns authentically. Your objective is to engage with Harry J, the community support worker, as Dianne would, reflecting her unique perspective and circumstances. Start by embodying Dianne's physical demeanor, conveying her distress through body language and facial expressions. Throughout the interaction with Harry J, express Dianne's inner turmoil, strength, and determination, showcasing her resilience in the face of adversity. Also inform Harry that your immediate safety includes safety of your children and your emotional wellbeing. During the conversation with Harry J inform him that Aunty Jasmine is your support /emergency contact person insist that for you the safety of your children is of utmost importance and your dependability on Aunty Jasmine and that she has often helped you and is willing to help you when needed. On some occasions you have taken the train to her house and have also stayed with her when the situation has got out of control. You find it safest to leave your home when your husband goes out of town for work. Articulate Dianne's fears and uncertainties, highlighting the complexities of the situation and her need for compassionate guidance and assistance. By staying true to Dianne's character and emotions, you will enhance the realism of the scenario and enable meaningful engagement with Harry J as he endeavours to provide support and assistance.

Please note you the student playing Dianne role will not be marked on this assessment.

Note: for this assessment the assessor will be marking the student (Participant A) not the person playing the supporting role.

The role play must include at least two (2) participants including yourself and must be between 25-35 **minutes in duration** and must address all requirements listed under Key Observation Criteria.

Participant information

During the role play, you will demonstrate your skills in interacting with at least one other person.

Participants in your role play may be:

1. friends or family members; or
2. Fellow student/s who will play the role of a team member.

Option 1: Friend/s or family member/s

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student/s participant

Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

Fellow student/s participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity with the 'Key Observation Criteria' so that they can prepare for the recording.

Student/s will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the Observation Checklist below that will be completed by the Assessor, based on your performance in the video recording.

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.

Consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

Role play 1- Student Instructions

In this task you are required to:

Read and access the Empower Care organisation handbook.

- I. Choose a suitable location that replicates a workplace setting and ensure the space is accessible and comfortable for both of you and obtain the client consent to carry out activities.

Complete the questions below:

How did you ensure the physical safety of both yourself and the client during meetings?
(Approximate word count 40-50 words)

Assessors note: Students answers must be as per the sample answers provided below however the wording may vary.

I ensured physical safety by choosing secure and private meeting spaces where the client feels safe to express themselves. I also made sure that I was in a position to exit the meeting should the conversation with the client escalate and is in breach of security issues.

How did you create an emotionally supportive environment for the client during meeting?
(Approximate word count 25-35 words)

Assessors note: Students answers must be as per the sample answers provided below however the wording may vary.

I created an emotionally supportive environment by providing a calm, comfortable, and welcoming atmosphere. I listened actively to the client, validate their feelings, and used empathetic language to build trust and rapport.

How did you assess and monitor risk levels for both the client and yourself during interactions?
(Approximate word count 50-60 words)

Assessors note: Students answers must be as per the sample answers provided below however the wording may vary.

I assessed and monitored risk levels by paying attention to the client's demeanour, body language, and verbal cues during meetings. I stayed alert to any signs of escalation and adjust my approach accordingly. I also monitored my own comfort and safety during the interaction and took necessary precautions if I sense any risk.

- II. Utilize interpersonal skills and effective communication strategies to build rapport with the client. Foster client confidence by clearly explaining the services Empower Care can offer to meet her needs and requirements based on her current situation. Ensure the exchange of information is complete, accurate, and relevant.

Complete the questions below:

Briefly explain three (3) active listening techniques you used that helped you built rapport with the client?
(Approximate word count 155-175 words total)

Assessors note: Sample answers provided below. Student's answer should reflect an understanding of active listening techniques and their application in building rapport with the client. The response should include at least three (3) techniques from the six (6) options provided below, with a clear explanation and examples however the wording and specific details may vary.

Showing Empathy:

- I expressed genuine concern for Dianne's situation by using empathetic statements such as, "I'm so sorry to hear what you've been going through. It must be very difficult for you and your children."
- I maintained a warm and caring tone throughout our conversation, ensuring she felt understood and supported.

Non-Verbal Communication:

- I used appropriate body language, such as nodding and maintaining eye contact, to show that I was fully engaged in our conversation.
- I kept an open and relaxed posture to create a welcoming and non-threatening atmosphere.

Reflective Listening:

- I repeated back key points of what Dianne shared to confirm my understanding and show that I was listening attentively. For example, "It sounds like you're very concerned about the impact of your husband's behavior on your children's wellbeing."
- I used reflective statements to help her elaborate on her feelings and experiences, such as, "You mentioned feeling afraid and trapped—can you tell me more about that?"

Clarifying Questions:

- I asked clarifying questions to ensure I fully understood her situation and concerns. For instance, "Can you tell me more about the threats your husband made during the recent argument?"
- I inquired about her support network, particularly her relationship with her Aunt Jasmine, to understand potential avenues for support.

Validating Feelings:

- I acknowledged and validated her emotions by saying, "It's completely understandable to feel anxious and unsure about what to do next. This is a very challenging situation."
- I reassured her that her feelings and concerns were valid and important, helping her feel more secure in sharing openly.

Providing Support and Information:

- I provided clear and concise information about the services and support Empower Care can offer, ensuring she understood all available options.
- I reassured her that we would work together at her pace and that she had control over the decisions and next steps.

Can you provide examples of how you ensured a full, accurate, and relevant exchange of information with Dianne?

(Approximate word count 75-85 words)

Assessors note: Sample answers provided below however student wording may vary students answers must reflect clear articulation of key points and support options available to Dianne and tailoring the discussion to emphasize confidentiality, respect for autonomy, and ongoing support.

I ensured a full, accurate, and relevant exchange of information by providing clear explanations of support options available to her by Empower Care organisation such as safety planning services, counselling services, legal services etc and addressing any questions or concerns Dianne had. To ensure full and accurate exchange of information I summarized key points of our discussion, tailored the discussion of support options by emphasizing confidentiality, respect for her autonomy, and the availability of ongoing support as she navigates her situation.

- III. Refer to the Empower Care organisation handbook and explain two (2) rights and two (2) responsibilities of the client (Dianne) and of you as a support worker assisting her in the context of legal rights/applicable law.

Briefly explain the two (2) rights you discussed with Dianne that she has as a client, include the applicable law?

(Approximate word count 85-110 words)

Assessor Note: Sample answers provided below students answers must provide a concise explanation of two rights out of three options below that Dianne has as a client and include the applicable law for each.

1. Right to Protection from Family Violence:
 - Under the Family Law Act 1975, Dianne has the right to be protected from family violence. This includes the right to seek restraining orders or other protective measures to ensure the safety of herself and any children involved.
2. Right to Privacy and Confidentiality:
 - Dianne has the right to privacy and confidentiality under the Privacy Act 1988 and state/territory privacy laws. Her personal information should be treated with care and confidentiality, with disclosures made only with her consent or as required by law.
3. Right to Protection from Discrimination:
 - Dianne is protected from discrimination under federal and state anti-discrimination laws, such as the Sex Discrimination Act 1984. This includes protection from discrimination based on gender, marital status, and other protected attributes.

Briefly explain the two (2) responsibilities that Dianne has as a client of Empower Care organisation?

(Approximate word count 65-85 words)

Assessors note: Sample answers provided below however student answers may vary students must select two (2) out of seven responsibilities listed below and provide a succinct discussion of two responsibilities that Dianne has as a client of Empower Care organization

1. Communicate Needs and Concerns:

- Dianne should communicate her needs, preferences, and any concerns she may have about her safety or the support she is receiving. Open communication helps the organization tailor its services to her specific situation.
2. Follow Agreed-Upon Safety Plans:
 - Dianne should adhere to the safety plan developed in collaboration with the organization to protect herself and her family from harm. This includes following any instructions provided for her safety.
 3. Provide Accurate Information:
 - Dianne should provide truthful and accurate information about her situation to the organization. This allows them to assess her needs effectively and offer appropriate support.
 4. Respect Workers' Safety and Boundaries:
 - Dianne should respect the safety and boundaries of the workers providing her support. This includes understanding the limits of the workers' roles and cooperating with them to maintain a safe environment.
 5. Participate in Decision-Making:
 - Dianne should actively participate in decision-making regarding her care and safety, providing input and asking questions when necessary to ensure she understands her options.
 6. Provide Feedback:
 - Dianne should offer feedback about the services she receives, as this can help the organization improve its support and tailor services to better meet her needs.
 7. Adhere to Legal Obligations:
 - Dianne should adhere to any legal obligations or court orders that are in place, such as restraining orders or custody arrangements, to ensure her safety and compliance with the law.

Briefly explain the two (2) rights you discussed with Dianne that you have as a support worker include the applicable law?
(Approximate word count 85-110 words)

Assessors note: Sample answers provided below however student answers may vary students must select two (2) out of three rights listed below and provide a concise explanation of two rights support workers have, including the applicable law for each.

1. Right to a Safe Working Environment:
 - Support workers have the right to a safe working environment under workplace health and safety laws, such as the Work Health and Safety Act 2011. This includes the right to proper training and support to handle crisis situations safely.
2. Right to Refuse Unsafe Work:
 - Under workplace health and safety ACT 2011, support workers have the right to refuse work that poses an immediate risk to their health or safety, including situations involving where the environment may be unsafe.
3. Right to Adhere to Personal Safety Measures:
 - WHS Act imposes a duty on employers to ensure the health and safety of their workers, including providing adequate training, supervision, and resources to protect their safety. Support workers have the right to take personal safety measures, such as informing colleagues of their whereabouts during home visits, using a buddy system, or carrying communication devices for emergencies.

Briefly write the two (2) responsibilities you discussed that support worker has towards the clients of Empower Care organisation?

(Approximate word count 85-110 words)

Assessors note: Sample answers provided below however student answers may vary students must select two (2) out of four (4) responsibilities listed below and provide a concise explanation of two rights support workers have, including the applicable law for each.

Adherence to Anti-Discrimination Laws:

- Support workers must adhere to anti-discrimination laws that prohibit discrimination against clients based on various factors such as race, gender, sexual orientation, disability, or age. This includes compliance with laws such as the Racial Discrimination Act 1975, Sex Discrimination Act 1984, Disability Discrimination Act 1992, Age Discrimination Act 2004, and Australian Human Rights Commission Act 1986.

Mandatory Reporting:

- under the Children and Young Persons (Care and Protection) Act 1998 the support worker must report suspected cases of child abuse or neglect to the relevant child protection authorities, in accordance with state and territory laws. This includes being familiar with and adhering to the specific laws and guidelines in their jurisdiction.

Uphold Client Confidentiality:

- As per the WHS ACT 2011, while support workers have a duty to report suspected abuse, they must also maintain client confidentiality in other areas, sharing information only as required by law or with the client's consent.

Maintain Professional Boundaries:

- The support worker must maintain professional boundaries with clients to avoid over-involvement or dependency and ensure a professional and ethical relationship.

- IV. In context of ethical consideration recognise, address, and show sensitivity towards Dianne's specific needs and address at least one (1) family and one (1) individual difference and explain how you addressed the difference?

Complete the questions below:

Briefly explain two (2) needs that you identified for the client Dianne?

(Approximate word count 65-110 words)

Assessors note: Sample answers provided below student's answers must be as per the sample answers and they must select two (2) out of four (4) needs as per below however the wording may vary. The identified needs are in line with the scenario.

1. Shelter and Safe Housing for self and her children:

- Dianne needs information about domestic violence shelters and safe housing options to find a secure place to stay if she decides to leave her home.
2. Emotional Support:
 - Dianne needs emotional support to help her cope with her feelings of fear, anxiety, and being trapped in her relationship. Providing a safe and non-judgmental space for her to express her emotions can help her feel heard and validated.
 3. Counselling and Therapy:
 - Offering access to counselling and therapy can help Dianne process her emotions and experiences. It can also provide her with coping strategies and support her in building confidence.
 - Since Dianne's children are witnesses to the verbal abuse, they may need support as well. Harry J. can offer information about counselling or therapy services for the children to address any trauma they may be experiencing.
 4. Legal Aid Support:
 - Dianne requires access to legal aid services to understand her legal rights, options for protective orders, and possible courses of action if she chooses to pursue legal measures.

Explain one (1) family and one (1) individual difference you addressed during your conversation with Dianne?

Assessors note: Sample answers provided below however students wording may vary. Student responses must effectively address the individual difference to Dianne's specific circumstances and experiences. Student answers must demonstrate insight into the significance of addressing individual differences in providing effective support to survivors of abuse.

Coping Mechanisms:

(Approximate word count 30-40 words)

- a) I realized that Dianne's coping mechanisms and strategies for dealing with the abuse differed from those of other survivors. Understanding her coping mechanisms can help tailor support to her specific needs.

Level of Readiness for Change:

(Approximate word count 35-45 words)

- b) Despite the abuse I noticed Dianne was not ready to leave her partner immediately, despite experiencing abuse. Her readiness for change and willingness to seek support may vary over time, and support should be provided at her pace.

Emotional State and Mental Health due to children/family being involved:

(Approximate word count 55-65 words)

- c) Dianne's emotional state and mental health seemed to fluctuate based on her circumstances and stress levels and with her children being involved and her co dependence on her partner. I ensured her that I provided her with resources that she could read and services such as counselling and therapies that could help her with her with her coping mechanism.

- V. Evaluate the information provided above to determine the level of complexity, urgency, and eligibility, to identify priorities for service delivery and ensure the safety of the individual. Complete a client assessment report in the template provided below.

Assessors note: Sample answers provided in the template below however student answers may vary. Students must demonstrate understanding of the complexity of Dianne's situation, including emotional dynamics and safety concerns. Recognize the urgency of the situation based on the escalation of abuse and the presence of children in the household. Identify Dianne's eligibility for various support services and interventions. Student outlines priority areas for service delivery, including safety planning, counselling services, legal assistance, and support for Dianne and her children. Student should provide specific recommendations and referrals tailored to Dianne's needs, such as developing a personalized safety plan, accessing counselling services, and exploring legal options. In the conclusion the student should summarize the key points of the assessment and outline next steps for supporting Dianne.

Empower Care Organisation	
Client Assessment Report	
[Organization Name]	Empower care
[Address]	N/A
[Date of Assessment]	Students add Role play date
Client Details	
Client Information:	
Name:	Dianne
Contact Number:	000000
Email Address:	ddel@ddell.com
Address:	1234 kora place dedell
Background Information: (Approximate word count 55-65 words)	
<p>Dianne is a 32-year-old woman who has presented seeking support for domestic violence. She is married to Sam Smith and has two children, aged 5 and 7. Dianne appears visibly distressed and exhibits signs of abuse. She expresses fear and uncertainty about her situation but is determined to seek support and explore strategies for improving her circumstances.</p>	
Assessment Summary: (Approximate word count 145-165 words)	
<p>Complexity: Dianne's situation involves complex emotional dynamics resulting from verbal abuse and threats of physical violence from her husband, Sam. Despite experiencing distress and fear, she expresses hesitancy and uncertainty about seeking help or leaving the relationship, highlighting the emotional complexity of her situation.</p> <p>Urgency: The recent escalation of verbal abuse to threats of physical violence indicates an urgent need for intervention. Dianne's safety is at risk, and immediate action is necessary to ensure her physical and emotional well-being. The presence of children in the household heightens the urgency of the situation. Dianne's children may be witnessing the abusive behavior directed towards their mother, placing them at risk of emotional harm.</p> <p>Eligibility: Dianne is eligible for a range of support services and interventions based on her age, residency status, and need for assistance. She qualifies for support from domestic violence shelters, legal aid clinics, counselling services, and child protection agencies.</p>	

Provide two (2) priorities for Service Delivery and Safety:
(Approximate word count 60-70 words)

Assessors note: Students must identify two (2) out of three (3) priorities listed below however the wording may vary. The priorities must be aligned with the complexity, urgency and eligibility based on above.

Immediate Safety Planning: Develop a personalized safety plan with Dianne to address her immediate safety concerns. This includes identifying safe places to go in an emergency, establishing communication strategies, and accessing emergency support services including shelter and safe housing services for the client and her children and provide referral to child protection agency. Offer support and resources to help Dianne navigate parenting challenges and ensure the safety of her children.

Counselling Services: Offer support and referrals to counselling services to help Dianne address the emotional and psychological impact of the abuse and develop coping strategies for healing and recovery.

Legal Assistance: Provide information and referrals to legal aid clinics to assist Dianne in exploring her legal options, including obtaining a protection order or initiating legal proceedings against her abuser.

Conclusion:
(Approximate word count 70-80 words)

In conclusion, Dianne's situation requires a comprehensive and coordinated response to address her immediate safety concerns and provide support for her long-term well-being. By prioritizing safety planning, access to medical and legal services, and ongoing support, we can empower Dianne to make informed decisions about her safety and take steps towards healing and recovery from domestic violence. Continued monitoring and support are essential to ensuring Dianne's safety and well-being as she navigates this challenging journey.

Student (Support worker) Name:

Date:

- VI. You are now required to identify and respond to two (2) indications of risk or threats to safety of Dianne based on her current situation.

Assessors note: Students must identify two (2) out of four (4) responses below however the wording may vary.

Complete the table below:

Identify the Risk/ Threat (Approximate word count 7 to 15 words each)	Respond to the risk/Threat (Approximate word count 35-55 each)
Risk of Emotional wellbeing / Psychological trauma	Dianne's expression of fear and uncertainty about her situation signals a threat to her emotional and psychological well-being. Responding to this indication involves offering emotional support, reassurance, and

	validation of her feelings. It may also involve connecting her with counselling services to address the trauma she has experienced.
Threat to self and wellbeing of children	Responding to this indication involves assessing the safety of the children, providing referrals to child protection agencies if necessary, and offering support to Dianne in addressing parenting challenges and ensuring the safety of her children.
Risks of Physical violence due to escalation in issues	There is a clear risk of physical violence from Dianne's husband, Sam, as evidenced by his recent threats. This poses a direct threat to Dianne's physical safety and well-being. Provide information on local domestic violence shelters or safe houses where Dianne and her children can seek refuge if necessary.
Risks of long term emotional, physical wellbeing due to dependency on abuser	Assist Dianne in exploring options for gaining financial independence and autonomy, such as accessing financial assistance programs, employment opportunities, or legal avenues for obtaining financial support from her husband. Provide information and support in navigating these options to empower Dianne to make informed decisions about her future

- VII. Based on clients' needs assessments in the tasks above you are now required to refer to Empower Care Community Organisation handbook and carry out the following:
- a) Identify one (1) limitation you have as a worker in addressing Dianne's needs. Complete the question below:

Briefly explain the one (1) limitation you identified when helping the client?
(Approximate word count 35-55 words)

Assessors note: Sample answers provided below student's answers must include one (1) of three (3) responses below however the wording may vary. Acceptable student responses must be based on identification and explanation of relevant limitations, clarity and comprehensiveness of the explanation and appropriateness of proposed responses or actions to address the limitations.

1. Limitation brought about by Professional Boundaries: As a support worker, I have professional boundaries I must adhere to in relation to the authority to intervene directly in Dianne's situation or make decisions on her behalf. I can offer support and guidance, but ultimately, Dianne has the autonomy to decide her course of action.

- 2. **Skills and Training:** I have limitations in my skills and training to address all aspects of Dianne's needs effectively. For example, I am not trained in legal advocacy or counselling techniques specialized for domestic violence survivors.
- 3. **Scope of Practice:** I have limitations in terms of scope of practice. For instance, I am not able to provide legal advice or protection orders directly and will need to refer Dianne to legal aid services.

b) Identify one (1) limitation workplace/organization has in addressing Dianne’s needs. Complete the question below:

Briefly explain the one (1) organisational limitation you identified helping the client?

(Approximate word count 20-50 words)

Assessors note: Sample answers provided below student’s answers must include one out of two responses below however the wording may vary. Students’ answers must provide clear explanations of organisational limitations and proposed appropriate responses to address the limitations.

- 1. **Resource Availability:** The organization has limited resources (e.g., shelter space, counselling availability) that can impact the level and type of support you can offer Dianne. Hence Dianne will require to be referred for services identified that are beyond the scope of the organisations work.
- 2. **Funding and Budget Constraints:** Financial limitations may restrict the range of services and support programs the organization can provide to clients like Dianne.
- 3. **Lack of legal aid services:** organization does not offer legal aid services, they typically provide support in other ways, such as referrals, advocacy and offer various supportive services to complement legal aid, such as safety planning, referrals to other support organisations.

VIII. There are two (2) parts you need to complete here:

- a) In collaboration with the client create a safety plan prioritising the physical and emotional safety of clients, their family complete the safety plan below with your responses. (Approximate word count roughly 200 words as the responses will be mainly verbal)

Assessors note: Sample answers provided below however student responses may vary. Students’ responses in the safety planning record should be completed with all relevant information about Dianne's situation, including her presenting issues, support network, communication access, transportation plans, financial situation, and support from Empower Care. The student should ensure accuracy in recording Dianne's responses and needs.

CLIENT SAFETY PLANNING RECORD	
Empower Care Community Services Organisation Template	
Client Details	
Name	Dianne
Age	32 years

Presenting issues as identified and prioritised (Approximate word count 15-25 words)	<p>Assessors note: Students answers must be as per the sample answers provided below however the wording may vary.</p> <p>Verbal abuse – belittling, calling names and blaming for not being able to have children. Escalating to Physical abuse recently.</p>	
Plan details and questions to support the plan	Checklist and details to support the plan	
If you need to leave your home quickly, where could you go?	To stay with Aunty Jasmine.	
Emergency contact	Aunty Jasmine.	
Do you feel comfortable calling the police? And if not, you can call 000 in an emergency or Safe Steps on 1800 015 188	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Support network		
Is there someone that you can trust to help you to call the police? If no then you can contact emergency services such as the police by seeking help from neighbours or finding a public phone if available alternatively you can physically go to local support organizations, shelters, or community centers that provide assistance to domestic violence survivors.	<input type="checkbox"/> Yes, Aunty Jasmine. Same as above. <input type="checkbox"/> No	
Children or other dependents		
Are there children or any other people in your care that may also need assistance?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
As a support worker write and discuss one immediate need you would address in context of her children’s immediate safety.	<p>Assessors note: Sample answers provided below and while students wording may vary, the essence of the student’s response should align with the examples provided. The student’s response should prioritize the immediate safety and protection of the child. The answer should clearly articulate a specific, practical action that addresses the immediate need.</p> <ul style="list-style-type: none"> removing them from the immediate vicinity of the abusive parent or perpetrator to ensure their safety. Provide a safe and secure environment eg a safety 	

	house/temporary safe accommodation where children feel protected and can seek refuge from any threats or violence.
Communication	
Do you have access to a phone and internet? If no then you can contact emergency services such as the police by seeking help from neighbours or finding a public phone if available alternatively you can physically go to local support organizations, shelters, or community centers that provide assistance to domestic violence survivors.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does anyone else have access to your phone or other communication channels? In some cases people can track your location using your phone if they have access. Are you aware of how to keep your device/s secure and not trackable? If answer is No you are required to – inform Dianne that there are organisations that specialize in digital security and privacy for survivors of domestic violence. These may include helplines, online guides, and support groups where she can learn more about protecting her devices and staying safe online	<input type="checkbox"/> Yes <input type="checkbox"/> No
Transport	
How will you get to your safe place to Aunt Jasmine's? What options do you have of leaving your home when would be safest for you to leave your home with the kids?	I can take the train. Or Aunt Jasmine can pick me up. I will leave when my husband goes out of town for work. I think it will be safe to do it then because he will be out of town.
Escape bag – what will you take with you?	
List the essential items you will take briefly explain to the client what an escape bag is - An escape bag, also known as a safety or emergency bag, is a critical resource for individuals experiencing domestic violence. It typically contains essential items that can help them safely leave a dangerous situation or seek refuge such as important documents, phone,	<p>Sample answers are provided however students response may vary based on their priorities of things to carry. However, in general an escape bag contains only very essential items listed below:</p> <p>I will take my phone, wallet, whatever money my husband has left me, some change of clothes, and my toiletries and kids essentials. This could also include important documents.</p>

clothes, medicines, money, toiletries, house keys etc.	
<p>Are there any documents (passport, marriage certification, custody papers, insurance documents, etc.) that you think are essential to take?</p> <p>And do you have access to these documents? if she does not know then you should let her know In cases where victims do not have immediate access to these documents, support workers can assist them in obtaining copies or replacements through legal avenues or government agencies.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Do you or your children have any specific medications you take on regular basis will you be able to carry this with you immediately or need to arrange for medication to be stored outside of your home in a safe place so that you can have access to it without having to carry it out with you when you leave?</p>	No
Finances	
<p>Do you have access to money? If no then can you asks Aunt Jasmine to provide you with some money</p>	<p>Yes</p> <p>I do have some money that I have managed to hide from him. I can manage to get out of the home and take the kids to Aunt Jasmine via public transport using the money I have in hand.</p> <p>If No- Aunt Jasmine can provide money</p>
Support from Empower Care	
<p>Write three (3) services Empower Care can support the client to get that may be essential in the event of having to leave your current situation. These are services that we can help support you to access.</p>	<p>Sample answers provided below students must include any three (3) services listed below as suitable to client's needs.</p> <p>We can provide referrals to:</p> <ul style="list-style-type: none"> ▪ Child Protection ▪ Emergency Safe housing/shelter ▪ Referral for Counselling service ▪ Financial counselling service ▪ Housing service ▪ Legal service ▪ Mental health service ▪ Referrals to Job placement agencies

		<ul style="list-style-type: none"> ▪ Police ▪ Court (Magistrates' and Children's Court) 	
Signatures			
Client signature <i>(or parent/guardian if under 18)</i>	[signed by Dianne]	Date signed	[today's date]
Student signature	[signed by Support worker]	Date signed	[today's date]

- b) Workers directly involved in providing support to Dianne, such as yourself (Harry J) and other colleagues at Empower Care, may be impacted by the emotional intensity of Dianne's situation and the challenges involved in supporting a survivor of domestic violence.

Briefly explain three (3) strategies to prioritize physical and emotional safety of the workers in developing a response to the situation.

(Approximate word count 110-130 words)

Assessors note: Sample answers provided below however student wording may vary. Student must choose three out of five options below and the response must clearly explain how each chosen strategy contributes to worker safety.

1. **Establish Boundaries:** Encourage workers to establish clear boundaries in their interactions with clients and to prioritize their own safety and well-being. Empower workers to set limits on the level of risk they are willing to manage and to seek assistance or support when needed.
2. **Regular Check-Ins:** Schedule regular check-ins with workers to assess their well-being and provide ongoing support and supervision. Encourage open communication and create a culture where workers feel comfortable sharing concerns or seeking help when needed.
3. **Collaborative Approach:** Foster a collaborative approach among workers, encouraging teamwork and communication to support each other in managing challenging situations. Encourage workers to share resources, strategies, and best practices for supporting clients and prioritizing safety.
4. **Risk Assessment:** Conduct regular risk assessments to identify potential hazards and risks to workers' safety and well-being. Develop safety protocols and procedures to address these risks effectively and ensure workers are prepared to respond to emergencies.
5. **Training and Education:** Provide comprehensive training and education to workers on recognizing signs of domestic violence, understanding the impact of trauma, and implementing safety protocols. Equip workers with the knowledge and skills they need to effectively support clients like Dianne while prioritizing their own safety.

- IX. Collaborate with Dianne and in the template provided below discuss and complete the client action plan template below.
- a) Write two (2) goals that the client would like to achieve based on the client needs identified previously.
 - b) negotiate and agree to two (2) strategies of intervention before commencing work.
 - c) Provide client with information about available services for meeting those needs and goals.
 - d) Write two (2) referrals to address the clients identified need as per the client assessment form you have completed previously. Complete the referral in the template provided below.

Assessors note: Sample answers provided below however student wording may vary. Assessor must ensure the student provides accurate and complete client information. The goal planning section should include clearly stated, realistic, and relevant goals. The strategies for intervention should detail two effective strategies that are well-explained and aligned with the goals. Additionally, the student must provide information about two relevant and accessible services for each goal.

Client Action Planning - Template	
Client Details	
Name	Dianne
Age	32
Goal planning	
Agreed goals. (Approximate word count 8-20 words total for both goals)	<p>Goal 1 Immediate safety and protection of self and children accessing a shelter home.</p> <p>Goal 2 accessing services for emotional support</p> <p>Goal 3 Accessing legal services</p>
Two strategies for intervention (Approximate word count 90-110 words total for two strategies)	<ol style="list-style-type: none"> 1. Emotional support: Provide referral for trauma-informed counselling or therapy to help Dianne process her emotions, build resilience, and develop coping mechanisms to manage the emotional impact of her partner's abusive behaviour on herself and her children. 2. Advocacy and empowerment: Advocate for Dianne's rights and needs and support her in accessing resources and services that can help her navigate the legal system, secure housing, obtain financial assistance, and address other practical concerns. Empower Dianne to make choices that are in her best interest and support her autonomy throughout the process. 3. Referral to specialized services: Connect Dianne with specialized support services and community resources, such as domestic violence shelters, legal aid clinics, support groups, and counselling services, to provide comprehensive assistance and ongoing support tailored to her needs. Collaborate with these services to ensure coordinated and integrated care for Dianne and her children.
Provide information to client in two available services to meet the goals and needs (one service for each goal and need) (Approximate word count 50-60 words total for two services)	<ol style="list-style-type: none"> 1. Domestic violence helpline: Provide Dianne with information about helplines and crisis support services that she can contact for immediate assistance and guidance. 2. Counselling and therapy: Discuss options for individual counselling or therapy sessions to help Dianne cope with the emotional impact of the abuse and develop coping strategies for managing stress and anxiety. 3. Legal support: Inform Dianne about legal aid services and community legal centres that can provide advice and assistance with legal matters related to domestic violence, such as obtaining protection orders or navigating family law proceedings.

	<p>4. Housing and accommodation options: Explore housing options and emergency accommodation services available to Dianne and her children if she decides to leave her partner or needs a safe place to stay temporarily.</p> <p>5. Support groups and peer networks: Suggest support groups or peer networks where Dianne can connect with other survivors of domestic violence, share experiences, and receive peer support and solidarity.</p>
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Assessors note: There are three (3) Sample referrals provided below one for safe housing/shelter services, counselling services and legal assistance services. Students must identify and complete two (2) referrals out of three (3) provided below.

Referral form			
REFERRAL		Date:	
Name of Agency or Practice:	Safe Housing Services		
Contact Person/s:	ABC(welfare Officer)		
Contact Numbers:			
Phone:	N/A	Fax:	N/A
Email:	N/A		
Street Address:	N/A		
Suburb:	N/A		
Post Code:	N/A		
<p>Reason for Referral: (students provide brief description of why you think Dianne is eligible for the services) (Approximate word count 195-205 words)</p> <p>Assessors note: Sample answers provided below students answer must include a comprehensive analysis of Dianne's eligibility for a safe house shelter, addressing key factors such as emotional abuse, concern for children's safety, fear and anxiety. Their response must demonstrate a thorough understanding of the complexities of domestic violence and its impact on individuals and families.</p>			
<p>During my conversation with Dianne, she expressed concerns about the safety and well-being of her children in the context of domestic violence. Ms. Dianne has disclosed instances of verbal abuse,</p>			

emotional manipulation, and threats of physical violence from her partner, Sam. Considering Dianne's circumstances, she appears to be eligible for a safe house shelter for several reasons:

1. **Emotional Abuse:** Dianne is experiencing verbal abuse from her partner, which is taking a toll on her mental and emotional well-being. Emotional abuse is a serious form of domestic violence that can have long-lasting effects on individuals and their children.
2. **Concern for Children's Safety and Well-being:** Dianne is rightfully concerned about her children's safety and well-being, as they are witnessing their father's abusive behavior. Exposing children to domestic violence, even if it's only verbal, can have profound negative effects on their development and mental health.
3. **Fear and Anxiety:** Dianne expresses feelings of fear, anxiety, and feeling trapped in the relationship. This fear is heightened by recent threats of physical violence from Sam. Fear for her own safety and the safety of her children is a clear indication that she needs a safe and supportive environment.

Business Hours days/ times:			
Signed:		Date:	

Consent for information sharing referral:

I(name of client) consent to the collection, use and sharing of my personal information under Part 5A of the Family Violence Protection Act 2008. I understand that my information may be shared without consent if there is a serious threat to myself or another individual's life, health, safety or welfare.

I also understand that my information may be shared without consent if it is relevant for assessing or managing risks to a child victim survivor of family violence, or to promote the safety or wellbeing of a child or young person. (Note where your information may be shared without your consent, we will endeavour to consult with you on your views and inform you if this occurs).

Client signature (add name) <i>(or parent/guardian if under 18)</i>	<i>[signed by Dianne]</i>	Date signed	
Referees signature	<i>[signed by student]</i>	Date signed	
Referees name and title	<i>Student name and job title</i>		

Referral form

REFERRAL	Date:	
Name of Agency or Practice:	Counselling Therapy practice	
Contact Person/s:	ABC(Counsellor)	

Contact Numbers:			
Phone:	N/A	Fax:	N/A
Email:	N/A		
Street Address:	N/A		
Suburb:	N/A		
Post Code:	N/A		
<p>Reason for Referral: (students provide brief description of why you think Dianne is eligible for the services) (Approximate word count 265-275 words)</p> <p><i>Assessors note: Sample answers provided below student's answer must include relevant details about Dianne's need for counselling services. Student answer must demonstrate a comprehensive understanding of Dianne's situation and the emotional impact of partner abuse on her and her children. Provides clear and relevant recommendations for counselling services, emphasizing the need for specialized care and specifies the need for a counsellor specializing in trauma-informed care and domestic violence counselling to address Dianne's specific concerns sensitively and effectively.</i></p> <p><i>During my conversation with Dianne, she acknowledged and demonstrated emotional distress related to emotional abuse from her partner, Sam. Despite not being in immediate physical danger, the ongoing emotional abuse is deeply concerning and can have long-term effects on her mental health and that of her children. Given Dianne's situation, she is eligible for counselling services as counselling can offer her a safe space to express her feelings, process her experiences, and explore coping strategies. I would like to refer Dianne to a counsellor specializing in trauma-informed care and domestic violence counselling. Given her specific concerns about her children's safety and the emotional impact of the abuse on them, it's crucial to find a counsellor who can address these issues sensitively and effectively.</i></p> <p><i>Recommended Actions:</i></p> <ol style="list-style-type: none"> <i>1. Trauma-Informed Care: Dianne requires counselling that acknowledges the impact of trauma on her mental and emotional wellbeing. A trauma-informed approach will ensure that her experiences are validated, and she is supported in processing her emotions in a safe and non-judgmental environment.</i> <i>2. Domestic Violence Counselling: Dianne's situation involves domestic violence, including verbal abuse and threats of physical violence. A counsellor experienced in domestic violence counselling can provide her with strategies to cope with the abuse, explore safety planning options, and empower her to make decisions about her future.</i> <i>3. Child-Centered Approach: Given Dianne's concerns about her children's safety and wellbeing, it's important for the counsellor to adopt a child-centered approach. This involves addressing the impact of the abuse on the children, providing them with appropriate support and resources, and involving them in the counselling process if necessary.</i> 			
Business Hours days/ times:			
Signed:		Date:	

Consent for information sharing referral:			
<p>I(name of client) consent to the collection, use and sharing of my personal information under Part 5A of the Family Violence Protection Act 2008. I understand that my information may be shared without consent if there is a serious threat to myself or another individual's life, health, safety or welfare.</p> <p>I also understand that my information may be shared without consent if it is relevant for assessing or managing risks to a child victim survivor of family violence, or to promote the safety or wellbeing of a child or young person. (Note where your information may be shared without your consent, we will endeavour to consult with you on your views and inform you if this occurs).</p>			
Client signature (add name) (or parent/guardian if under 18)	<i>[signed by Dianne]</i>	Date signed	
Referees signature	<i>[signed by student]</i>	Date signed	
Referees name and title	<i>Student name and job title</i>		

Referral form			
REFERRAL	Date:		
Name of Agency or Practice:	Legal Aid Services		
Contact Person/s:	ABC(welfare Officer)		
Contact Numbers:			
Phone:	N/A	Fax:	N/A
Email:	N/A		
Street Address:	N/A		
Suburb:	N/A		
Post Code:	N/A		
<p>Reason for Referral: (students provide brief description of why you think Dianne is eligible for the services) (Approximate word count 80-90 words total)</p> <p><i>Assessors note: Sample answers provided below student's answer must include relevant details about Dianne's willingness and need for legal aid services, identifies relevant factors contributing to eligibility for legal aid services, including experiencing domestic abuse and financial constraints,</i></p>			

recognizes the scope of legal aid services, such as obtaining protection orders, arranging custody arrangements, and providing legal advice and recommends connecting with a legal aid officer to navigate the legal process and ensure rights are protected.

Given the circumstances she's described, she may be eligible for legal aid services, particularly if she's experiencing domestic abuse and is unable to afford legal representation. Legal aid services can offer support in various ways, including obtaining protection orders, arranging custody arrangements for your children, and providing legal advice on your rights and options. Given the nature of her circumstances, I strongly recommend connecting with a legal aid officer who can guide her through the process and ensure her rights are protected.

Business Hours days/ times:

Signed:		Date:	
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Consent for information sharing referral:

I(name of client) consent to the collection, use and sharing of my personal information under Part 5A of the Family Violence Protection Act 2008. I understand that my information may be shared without consent if there is a serious threat to myself or another individual's life, health, safety or welfare.

I also understand that my information may be shared without consent if it is relevant for assessing or managing risks to a child victim survivor of family violence, or to promote the safety or wellbeing of a child or young person. (Note where your information may be shared without your consent, we will endeavour to consult with you on your views and inform you if this occurs).

Client signature (add name) (or parent/guardian if under 18)	[signed by Dianne]	Date signed	
Referees signature	[signed by student]	Date signed	
Referees name and title	Student name and job title		

End of role play 1 – Submission.

Assessors note: Student must complete all the tasks including the templates, questions and forms within this assessment and submit for making along with video recording.

Observation Checklist		
<i>(tick the tasks completed)</i>		
Assessor Observation:	Satisfactory (s)/Non-Satisfactory (NS)	Assessor Comments:
I. Did the student: ensured both themselves and client sit in a well-lit, quiet area where they will not be disturbed during the role play.	<input type="checkbox"/> S <input type="checkbox"/> NS	
ensured to check the audio, video, and internet connection to prevent technical issues during the assessment.	<input type="checkbox"/> S <input type="checkbox"/> NS	
ensured at the start of the online session, to obtain verbal consent of the other participant in the role play and record it.	<input type="checkbox"/> S <input type="checkbox"/> NS	
ii. Did the student: Used appropriate interpersonal Skills e.g. introduced themselves warmly and professionally to the client, maintained eye contact, showed empathy through verbal and non-verbal cues.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Used effective communication strategies e.g. used active listening skills, speak clearly and at an appropriate pace, asks open-ended questions, used appropriate body language	<input type="checkbox"/> S <input type="checkbox"/> NS	
Build rapport fostering client confidence, demonstrated trustworthiness, provided positive reinforcement to the client.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Read the Empower Care handbook and explained services clearly to the client, tailored to client's needs.	<input type="checkbox"/> S <input type="checkbox"/> NS	
ensured complete, accurate, relevant exchange of information by sharing relevant information, encouraging client to ask questions if they need further clarification.	<input type="checkbox"/> S <input type="checkbox"/> NS	
iii Did the student: Refer to the relevant section of the Empower Care handbook and sourced the correct information on rights and responsibilities.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Explain two (2) of client responsibilities for example explain the client's responsibility		

to provide accurate information, to follow the agreed care plan etc.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Explain two (2) of client rights for example clients right to privacy and to receive respectful care etc	<input type="checkbox"/> S <input type="checkbox"/> NS	
Explain two (2) support worker rights for example the right to a safe working environment, the right to professional development etc.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Explain two (2) of support worker Responsibilities for example Explain the responsibility to provide competent care explains the responsibility to respect client's rights.	<input type="checkbox"/> S <input type="checkbox"/> NS	
iv Did the student: show recognition and sensitivity to client's needs and identified Dianne's specific needs.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Address one (1) Family difference for eg recognize specific needs or concerns of family members, implement strategies to address family concerns	<input type="checkbox"/> S <input type="checkbox"/> NS	
Address (1) Individual Difference for e.g. recognize Dianne's personal preferences or unique circumstances, address and accommodate individual differences	<input type="checkbox"/> S <input type="checkbox"/> NS	
In terms of ethical considerations respect Dianne's right to make her own decisions and demonstrated non-discriminatory behaviour.	<input type="checkbox"/> S <input type="checkbox"/> NS	
v. Did the student: Based on the information gathered in previous tasks accurately assess complexity of the situation, correctly determine the urgency of needs, and accurately determine eligibility for services for Dianne.	<input type="checkbox"/> S <input type="checkbox"/> NS	
identify and prioritise urgent and essential services.	<input type="checkbox"/> S <input type="checkbox"/> NS	

Complete client assessment report, ensuring all sections are accurately completed with clear and detailed descriptions.	<input type="checkbox"/> S <input type="checkbox"/> NS	
vi. Did the student: Accurately identified two (2) indicators of risks or threats for Dianne based on given situation.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Developed an appropriate response to the two (2) risk or threat identified.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Clearly communicated identified risks and responses to the client.	<input type="checkbox"/> S <input type="checkbox"/> NS	
vii. Did the student: Refer to the Empower Care Community Organisation handbook and locate relevant section on support worker and organisation limitations.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Accurately identified one (1) a specific limitation as a support worker clearly explains how this limitation affects addressing needs of the client.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Accurately Identified one (1) of Organizational limitation and clearly explain how this limitation affects addressing needs.	<input type="checkbox"/> S <input type="checkbox"/> NS	
viii. Did the student: Complete the two parts related to creating a safety plan in collaboration with the client and address the emotional impact on workers providing support to the client.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Part A: Create Client Safety plan actively engaged Dianne in the safety planning process and identified physical safety risks and appropriate measures to mitigate them.	<input type="checkbox"/> S <input type="checkbox"/> NS	

Part B: Recognize the potential emotional impact on workers supporting Dianne and Provided a clear and concise explanation of three strategies to prioritize the physical and emotional safety of workers,	<input type="checkbox"/> S <input type="checkbox"/> NS	
ix Did the student complete the following in collaboration with the client:	<input type="checkbox"/> S <input type="checkbox"/> NS	
A Writing Goals Identified and wrote two (2) clear and specific goals based on client needs by actively involving the client in setting the goals.	<input type="checkbox"/> S <input type="checkbox"/> NS	
B Negotiating Intervention Strategies Negotiated and agreed on two (2) effective intervention strategies with client ensuring strategies aligned with previously set goals.	<input type="checkbox"/> S <input type="checkbox"/> NS	
C Providing Information on Available Services Provided clear and comprehensive information about services that meet the client's needs.	<input type="checkbox"/> S <input type="checkbox"/> NS	
D Writing Referrals Wrote two (2) referrals that addressed identified client needs and provided clear and detailed information in referrals.	<input type="checkbox"/> S <input type="checkbox"/> NS	
x. Did the student: Apply organizational standards and procedures consistently throughout the role play. Applied organisation standards and procedures for the following: accurately explaining clients' rights and responsibilities and the support workers' rights and responsibilities	<input type="checkbox"/> S <input type="checkbox"/> NS <input type="checkbox"/> S <input type="checkbox"/> NS	

Applying risk management procedures by identifying and responding to clients' indicators of risk or threats to safety.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Applying organizations standards procedures for safety planning for the clients by completing documentation accurately in collaboration with the client	<input type="checkbox"/> S <input type="checkbox"/> NS	
Following the referral policies and procedures providing referrals to services that comply with relevant legal and regulatory requirements.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Applied organizations standards and procedures for mandatory reporting and completing all relevant documentation e.g. templates accurately.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Comply with legal and statutory by complying with confidentiality and privacy laws during interactions and ensuring informed consent is obtained and documented	<input type="checkbox"/> S <input type="checkbox"/> NS	
Comply with legal and statutory requirements by suggesting strategies compliant with workplace health and safety (WHS) regulations to address the emotional and physical wellbeing of workers safety.	<input type="checkbox"/> S <input type="checkbox"/> NS	
xi. Did the student complete all questions associated with this role play accurately and within the word limit	<input type="checkbox"/> S <input type="checkbox"/> NS	

Role Play - 2 - Instructions

IMPORTANT: This is a role play simulation only. Please ensure the privacy and dignity of your participants are respected.

This is role play 2. To carry out this role play you will need two (2) participants including yourself as per below.

- Participant A: Harry J - Support Worker – Student (Yourself)
- Participant B: Anika (Client with Domestic and Family Violence)

Role Play Scenario:

You (Harry J) work as a support worker at Empower Care organisation, you have been assigned to provide support to Anika. Anika is 32-year-old women of South Indian descent. She has been in Australia with her husband for twelve years. She does not work despite being a well-qualified Nurse back in India as her husband won't allow it. She has often asked her husband if she can work but he always dismissed her saying that her only work is to stay home and do household chores. Her husband has an executive-level position at a bank, often works late, and sometimes travels for work. Anika feels lonely and sometimes despondent because she has not been able to have children. She does not have any social circle or friends which adds to her loneliness and is having an emotional toll on her. Besides not allowing Anika to work, her husband keeps the family finances from her. He only gives her money according to a strict shopping budget to buy groceries and other household items. It has been this way for almost ten years. Anika has a special relationship with one of her aunties, Molly. On one of the occasion Anika reveals to Molly that her husband uses financial threats and manipulation to maintain control over her, threatening to withhold money for necessities, such as groceries, clothing, or utilities, if she challenges his authority. She is unable to make purchases without her husband's approval, and he often denies her access to funds for personal expenses or emergencies. She is now speculating to leave him but is quite scared as she is still financially dependent on him and does not know what to do. Molly has advised Anika to seek support from your organisation to help her figure out what to do. She has also offered any support or assistance and assured Anika that she could be trusted.

Role-play participant A (student) brief who will play the role of support worker (Harry J)

Participant A (Support worker Harry J): As an employee of Empower Care organisation your primary responsibility involves providing assistance to survivors of domestic and family violence. During the role play your role create a safe and non-judgmental environment for Anika to express her feelings, concerns, and fears and ensure she is aware of her rights as a client, including confidentiality, autonomy, and access to support services. You will provide her with comprehensive support, guidance, and resources to help her navigate her circumstances and make informed decisions about her future. You will support Anika's unique needs, preferences, and individual circumstances. You will carefully assess the information provided by Anika to determine the complexity and urgency of her situation and prioritize interventions, respond promptly and appropriately to the indicators of risks. You will engage in conversation with Anika to prioritize her physical and emotional safety and agree upon intervention strategies and provide accurate information.

During the role play you will complete a series of templates provided within the tasks.

Remember you will be marked on this assessment based on the techniques you apply during the role play and task completion.

Role-play participant B (Person with DFV) Anika brief:

Participant B (Person with domestic and family violence) Instructions: In this role play, you will be embodying the character of Anika, a 32-year-old woman of South Indian descent who has spent the last twelve years living in Australia with her husband. Anika's marriage has been fraught with difficulties, as her husband exercises strict control by forbidding her from working and managing all aspects of the family finances. Despite grappling with feelings of loneliness and despair, Anika has found solace in her relationship with her aunt Molly, who serves as a trusted confidante. Also let Harry J know that your Aunt Molly is very supportive, and she is the only one who has always been willing to help in any situation including providing a place to stay at her house in any emergency. Whilst you have on some occasions wanted to stay with her, but you are scared that your husband might be using a phone tracking device and will track you down which will be a risk for you and your Aunt.

During your conversation emphasize that, Anika finds herself trapped in her marriage due to her financial reliance on her husband and his manipulative tactics. She feels isolated and powerless, unable to make decisions about her own life and future. Anika's husband frequently employs threats of financial retaliation to maintain his dominance, instilling in her a sense of fear and uncertainty about her next steps. Your objective as Anika is to convey the overwhelming emotions of vulnerability, fear, and desperation that she grapples with as a result of the abusive dynamics within her marriage. Additionally, you should communicate Anika's yearning for independence and empowerment, as well as her uncertainty about how to attain it also emphasize on cultural nuances which is that divorce or separation is mocked by your culture and considered shameful. Include the cultural pressures of traditional gender roles in South Indian culture where women prioritize their roles as wives and homemakers over pursuing personal aspirations or careers. Be sure to engage with the support worker, Harry J, openly and honestly, seeking guidance and assistance in navigating the complexities of her circumstances.

Please note you the student playing the role of (Anika) will not be marked on this assessment.

Note: for this assessment the assessor will be marking the student (Participant A) not the person playing the supporting role.

The role play must include at least two (2) participants including yourself and must be between 25-35 **minutes in duration** and must address all requirements listed under Key Observation Criteria.

Participant information

During the role play, you will demonstrate your skills in interacting with at least one other person.

Participants in your role play may be:

- friends or family members; or
- Fellow student/s who will play the role of a team member.

Option 1: Friend/s or family member/s

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student/s participant

Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

Fellow student/s participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity with the 'Key Observation Criteria' so that they can prepare for the recording.

Student/s will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the Observation Checklist below that will be completed by the Assessor, based on your performance in the video recording.

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.

Consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

Role play 2- Student Instructions

In this task you are required to:

- I. Choose a suitable location that replicates a workplace setting and ensure the space is accessible and comfortable for both you and the client.
- II. Using interpersonal skills develop rapport and promote confidence, and full, accurate and relevant exchange of information. For this tasks you are required to:
 - Use interpersonal skills to build rapport with Anika.
 - use open ended questions to further explore her cultural needs and explore her situation.
 - actively listen to her needs
 - provide information about Empower Care Services what the organisation can offer her to meet her needs and requirements based on current situation.

Complete the questions below:

Write two (2) strategies you used to establish rapport with the client Anika?
(Approximate word count 40-50 words total)

Assessors note: Sample answers provided below however students wordings may vary. Student response must closely align with the benchmark answer, demonstrating a comprehensive understanding and effective application of strategies. Students must identify two (2) out of five (5) options provided below.

1. **Cultural Sensitivity: Recognizing Anika's South Indian background, I showed respect for her cultural beliefs and norms, fostering a sense of trust and understanding.**
2. **Building Trust: I created a safe and non-judgmental environment, allowing Anika to feel comfortable sharing her experiences and concerns openly.**
3. **Respectful Communication: I communicated with Anika in a respectful and non-authoritative manner, acknowledging her autonomy and right to make decisions about her own life.**
4. **Empowerment: I empowered Anika by providing her with information about her rights and available support services, encouraging her to take proactive steps towards addressing her situation.**

5. Confidentiality: I assured Anika of confidentiality, respecting her privacy and confidentiality throughout their interactions.

List two (2) open-ended questions you asked Anika to encourage a full exchange of information? Briefly explain the purpose of asking Open-ended questions (Approximate word count 70-80 words total)

Assessors note: Students responses to open-ended questions are designed to elicit detailed and thoughtful responses, encouraging a full exchange of information. Ensure that the student's lists two (2) questions and explanations that reflect the key characteristics of open-ended questions, including encouraging elaboration, requiring critical thinking, promoting individual thought, assessing understanding and application, and inviting reflection. The questions should be directly related to the client's situation and encourage the client to reflect on their experiences and thoughts.

Assessors note: Sample answers provided below however student wording may vary. Students' responses must demonstrate an understanding of what open-ended questions are, justifying the use of open-ended questions with a clear rationale that is specific to the scenario involving Anika.

I asked these questions to encourage Anika to share her thoughts, feelings, and concerns openly, allowing me to better understand her situation and provide appropriate support and guidance. These questions are non-directive and do not limit the client's response to a simple "yes" or "no," but rather encourage them to express themselves freely.

Briefly explain the information you provided to Anika and how was it accurate and relevant to her needs? (Approximate word count 70-80 words)

Assessors note: Sample answers provided below the wording may vary, students answers must demonstrate a comprehensive understanding and importance of accuracy and relevance of information provided to Anika.

Given Anika's situation, I emphasized the importance of her safety and well-being, explaining the various support services available through Empower Care organization, including counselling, legal assistance, financial advice, and shelter options if needed. Furthermore, I ensured that the information provided was culturally sensitive and respected Anika's cultural beliefs and values. This involved discussing potential cultural barriers to seeking help and addressing any concerns she may have had about confidentiality or stigma associated with seeking support.

- III. Refer to Empower Care Organisation Handbook and explain two (2) rights and responsibilities of Anika and you as a support worker and explain how you would promote these throughout the role play include relevant legal and ethical considerations.

Complete the questions below:

Write the two (2) rights you explained to Anika that she has as a client and provide the applicable law?

(Approximate word count 125-135 words total)

Assessor Note: Sample answers provided below student's answers must provide a concise explanation of two rights out of three options below that Anika has as a client and include the applicable law for each.

1. **Right to safety:** Anika has the right to live free from threats or harm, including emotional and financial abuse. Domestic and Family Violence Protection Act 2012: This legislation aims to prevent domestic violence and protect victims. It provides legal remedies such as protection orders to ensure the safety and well-being of individuals affected by domestic violence, including financial abuse.
2. **Right to Privacy and confidentiality:** Anika's personal information and circumstances should be kept confidential by support workers and other professionals unless there are concerns about her safety or the safety of others. Privacy Act 1988: This law regulates the handling of personal information by organizations. It requires organizations to protect the privacy of individuals' personal information and obtain consent for its collection, use, and disclosure.
3. **Right to financial autonomy:** Anika has the right to have access to and control over her own finances, including the ability to work and earn an income. Family Law Act 1975: This law addresses issues related to divorce, property division, and spousal maintenance. It recognizes the rights of individuals to seek financial support and equitable distribution of assets upon separation.

Write and briefly explain two (2) responsibilities that Anika has as a client.
(Approximate word count 70-80 words total)

Assessors note: Sample answers provided below however student answers may vary students must select two (2) out of seven (7) responsibilities listed below and provide a succinct discussion of two responsibilities that Anika has as a client of Empower Care organization

1. **Communicate Needs and Concerns:**
 - Anika should communicate her needs, preferences, and any concerns she may have about her safety or the support she is receiving. Open communication helps the organization tailor its services to her specific situation.
2. **Follow Agreed-Upon Safety Plans:**
 - Anika should adhere to the safety plan developed in collaboration with the organization to protect herself and her family from harm. This includes following any instructions provided for her safety.
3. **Provide Accurate Information:**
 - Anika should provide truthful and accurate information about her situation to the organization. This allows them to assess her needs effectively and offer appropriate support.
4. **Respect Workers' Safety and Boundaries:**
 - Anika should respect the safety and boundaries of the workers providing her support. This includes understanding the limits of the workers' roles and cooperating with them to maintain a safe environment.
5. **Participate in Decision-Making:**
 - Anika should actively participate in decision-making regarding her care and safety, providing input and asking questions when necessary to ensure she understands her options.
6. **Provide Feedback:**
 - Anika should offer feedback about the services she receives, as this can help the organization improve its support and tailor services to better meet her needs.
7. **Adhere to Legal Obligations:**

- Anika should adhere to any legal obligations or court orders that are in place, such as restraining orders or custody arrangements, to ensure her safety and compliance with the law.

Briefly explain the two rights you discussed with Anika that you have as a support worker include the applicable law?

(Approximate word count 85-110 words)

Assessors note: Sample answers provided below however student answers may vary students must select two (2) out of three (3) rights listed below and provide a concise explanation of two rights support workers have, including the applicable law for each.

1. Right to safety: Support workers have the right to work in a safe environment free from threats or harm. Workplace Health and Safety Regulations 2011 (Commonwealth) - These regulations provide specific requirements for maintaining workplace safety and implementing strategies to address hazards and risks.
2. Right to respect: Support workers have the right to be treated with respect and dignity by clients and colleagues. Fair Work Act 2009 (Commonwealth) - This legislation prohibits discrimination, harassment, and bullying in the workplace, ensuring that all workers, including support workers, are treated with respect and dignity by clients and colleagues.
3. Right to confidentiality: Support workers have the right to maintain the confidentiality of client information and circumstances, except in cases where there are concerns about the client's safety or the safety of others. Privacy Act 1988 (Commonwealth) - This legislation regulates the handling of personal information and imposes obligations on support workers to maintain the confidentiality of client information, except in situations where disclosure is necessary to prevent harm or ensure safety.

Briefly explain the two responsibilities you discussed with Anika that you have as a support worker. (Approximate word count 45-55 words)

Assessor note: Sample answers provided below however student answers may vary students must select two (2) out of five responsibilities listed below and provide a concise explanation of the responsibilities.

1. Responsibility to provide support: Support workers have a responsibility to provide appropriate support and assistance to clients in accordance with their needs and circumstances.
2. Responsibility to maintain professionalism: Support workers should conduct themselves in a professional manner at all times, adhering to ethical standards and organizational policies and procedures.
3. Responsibility to respect boundaries: Support workers should respect the boundaries and confidentiality of clients, maintaining appropriate professional relationships.
4. Responsibility to collaborate: Support workers should collaborate with other professionals and agencies involved in the care of their clients, ensuring coordinated and comprehensive support.

5. **Responsibility to advocate:** Support workers should advocate for the rights and interests of their clients, empowering them to make informed decisions and access the support they need.

Briefly describe how you would as a support worker promote client's rights throughout client contact?

(Approximate word count 110-120 words)

Assessors note: Sample answers provided below however students wording may vary. Students must demonstrate a comprehensive understanding and effective application of principles for promoting client rights as per sample answer.

As a support worker, my role entails advocating for and promoting the rights of client through various means. Firstly, I prioritize respecting and supporting the autonomy of the client, ensuring they have the agency to make decisions regarding their own lives. Secondly, I create a safe and non-judgmental environment where client feel comfortable expressing themselves without fear of criticism or reprisal. Thirdly, I uphold the confidentiality of clients' personal information, safeguarding their privacy and trust. Additionally, I provide clear and comprehensive information about available resources and support services to empower client in making informed choices. Lastly, I advocate for clients when needed, offering assistance in accessing appropriate services and ensuring their needs are met effectively.

- IV. You are to engage in a conversation with Anika using culturally sensitive communication techniques that explore Anika's cultural background including her needs and preferences and address one (1) cultural difference in comparison to Western culture.

Complete the questions below:

Provide and explain three (3) communication techniques you used to carry out and ensure a culturally sensitive conversation while acknowledging cultural differences.

(Approximate word count 35-45 words)

Assessors note: Sample answers provided below however student answers may vary however they will be deemed competent if they have applied culturally sensitive communication techniques. Students' answers must include three (3) techniques out of five (5) provided below.

1. **Active Listening:**
 - Engage in active listening to ensure a full understanding of Anika's experiences, challenges, and preferences related to her cultural background.
2. **Clarifying Questions:**
 - Ask clarifying questions to ensure comprehension and avoid making assumptions about Anika's cultural context.
3. **Use of Empathy:**
 - Express empathy and understanding towards Anika's experience of adapting to a new culture and language.
4. **Respectful Language:**
 - Choose language that is respectful and culturally sensitive, avoiding stereotypes or assumptions.
5. **Non-Verbal Cues:**
 - Pay attention to non-verbal cues and body language to enhance communication understanding, as cultural nuances may be conveyed through non-verbal communication.

Briefly explain one (1) cultural difference you addressed with Anika in comparison to western culture?

(Approximate word count 80-90 words)

Assessors note: Sample answers provided below however student wording may vary. Students' responses must correctly identify and articulate a specific cultural difference relevant to Anika's situation, accurately compares the identified cultural difference with its counterpart in Western culture as per sample answers provided below, Students answers must include one (1) out of two (2) cultural differences provided below.

Divorce Stigma:

- In South Indian culture, divorce or separation is heavily stigmatized and may be seen as a failure of the individual and their family to uphold marital commitments. Anika may fear societal judgment and shame associated with marital discord, contributing to her reluctance to consider leaving her husband.
- Western culture generally views divorce as a more acceptable and accessible option for individuals in unhappy or abusive relationships. There is less stigma attached to divorce, and individuals are encouraged to prioritize their own well-being and happiness.

Marriage and Gender Roles:

- In South Indian culture, traditional gender roles often dictate that women prioritize their roles as wives and homemakers over pursuing personal aspirations or careers. Anika's husband's insistence on her staying home and managing household chores reflects these deeply ingrained cultural expectations.
- In contrast, Western culture tends to place greater emphasis on individual autonomy and gender equality within marriages. Women are encouraged to pursue education and careers, and decisions about employment and household responsibilities are often shared between partners.

V. Assess information for complexity, urgency and eligibility so that priorities for service delivery and safety can be identified.

Assessors note: Sample answers provided in the template below however student answers may vary. Students must demonstrate understanding of the complexity of Anika's situation, including emotional dynamics and safety concerns. Recognize the urgency of the situation based on the nature of abuse. Identify Anika's eligibility for various support services and interventions. Student outlines priority areas for service delivery, including safety planning, counselling services, legal assistance, and support for Anika. Student provides specific recommendations and referrals tailored to Anika's needs, such as developing a personalized safety plan, accessing counselling services, and exploring legal options. Summarizes the key points of the assessment and outlines next steps for supporting Anika.

Empower Care Organization	
Client Assessment Report	
[Organization Name]	Empower Care

[Address]	xxx
[Date]	
Client Details	
Client Information:	
Name:	Anika
Contact Number:	666666
Email Address:	Anika@ddd.com
Address:	123 pp rd, dress circle, wop wop NSW 3434
Background Information: (Approximate word count 155-165 words)	
<p>Anika is a 32-year-old woman who has presented seeking support for domestic violence. She is married and is South Indian descent who has been residing in Australia with her husband for the past twelve years. Despite being a well-qualified nurse back in India, she is unable to work as her husband forbids it, insisting that her role is limited to staying at home and managing household chores, her husband exercises strict control over the family finances, providing her with limited funds based on a strict shopping budget for groceries and household items. This financial control has persisted for nearly a decade. Despite her difficult circumstances, Anika maintains a special relationship with her aunt, Molly, whom she confides in about her marital struggles. Anika reveals to Molly that her husband employs financial threats and manipulation to maintain control over her, withholding money for basic necessities and denying her access to funds for personal expenses or emergencies if she challenges his authority.</p>	
Assessment Summary: (Approximate word count 260-270 words total)	
<p>Complexity: Anika's situation involves several complexities. Her husband exercises control over the family finances and uses financial manipulation as a form of abuse, which leaves Anika financially dependent on him and restricts her autonomy in managing her own finances. This dynamic is compounded by Anika's experience of loneliness and despondency due to her limited social circle and the restrictions imposed by her husband, affecting her emotional and psychological well-being. Anika's South Indian descent introduces cultural considerations, including potential family and societal expectations related to marriage roles and gender dynamics. Additionally, Anika faces possible risks if she challenges her husband or decides to leave the relationship, as he may retaliate or escalate his controlling behavior.</p> <p>Urgency: Given her current living situation, she requires immediate assistance with gaining safety planning, emotional support and financial independence. Anika's lack of a social circle and reliance on her husband also leaves her isolated and vulnerable, highlighting the need for urgent support. If she decides to</p>	

leave, there may be an urgent need for help in creating a safety plan, securing housing, and accessing financial resources.

Eligibility: Anika's eligibility for services includes her access to legal aid, housing assistance, counseling, or financial support, particularly in light of her financial dependency on her husband and lack of a support network. Services offered to Anika must be culturally sensitive and appropriate, taking her South Indian background into account to respect her values and beliefs. Additionally, her eligibility for legal protection under Australian domestic and family violence laws, such as the Domestic and Family Violence Protection Act 2012, should be determined to provide her with the necessary support and protection.

Priorities for Service Delivery and Safety:

(Approximate word count 40-70 words total)

Assessors note: Students must identify two (2) out of four (4) priorities listed below however the wording may vary. The priorities must be aligned with the complexity, urgency and eligibility based on above.

1. **Immediate Safety Planning:** Prioritize creating a safety plan for Anika, which may include securing safe housing, legal protection orders, and emergency contacts.
2. **Counselling and Support:** Offer counselling and support services to help Anika cope with her emotional and psychological distress.
3. **Legal Assistance:** Provide information and referrals to legal services for Anika to understand her rights and options if she chooses to leave her husband.
4. **Connection to Resources (support groups/employment agencies):** Connect Anika with community resources and support groups to reduce her isolation and provide her with a broader support network. Assist Anika in exploring options for gaining financial independence, such as seeking financial counselling.

Conclusion:

(Approximate word count 55-65 words)

In conclusion, Anika's situation is complex and urgent, requiring immediate attention and support. She faces challenges related to financial control, emotional distress, cultural considerations, and potential risks associated with leaving her abusive relationship. It is crucial to prioritize her safety and well-being, assess her eligibility for various support services, and ensure that interventions are culturally sensitive and legally protective.

Student (Support worker) Name:

Date:

VI. Identify and respond to two (2) indications of risk or threats to safety and discuss with Anika.

Assessors note: Students must identify two (2) out of four (4) responses below however the wording may vary.

Complete the below.

Identified Indication of Risk (Approximate word count 3-5 words each)	Response (Approximate word count 50-70 words total)
Financial Control and Manipulation:	- Work with Anika to create a safety plan, including steps to take if she feels threatened.
	- Provide information about available support services, including legal aid, housing assistance, and counselling.
	- Connect Anika with resources such as support groups and community organizations for additional assistance.
Isolation and Emotional Distress:	- Offer emotional support and validation for Anika's feelings of loneliness and distress.
	- Facilitate connections with support groups and community resources to reduce isolation.
	- Encourage Anika to engage in activities or hobbies that promote socialization and well-being.
	- Provide information about counseling services to address emotional distress and mental health concerns.
Potential for Escalation:	- Develop a safety plan with Anika, outlining steps to take in case of escalation or threats from her husband.
	- Ensure Anika knows how to access emergency services and has a safe place to go if needed.
	- Advocate for legal protection for Anika to prevent escalation of abuse and ensure her safety.
Dependency on Her Husband:	- Support Anika in exploring options for financial independence, such as accessing employment or financial resources.
	- Provide information about shelters or safe houses in case Anika needs to leave her current living situation.
	- Empower Anika to make her own decisions and take steps towards independence.
	- Monitor Anika's situation closely and offer ongoing support as she works towards autonomy.

VII. In context of Anika's cultural background and based on clients' needs assessments in the tasks above you are now required to refer to Empower Care Community Organisation handbook and carry out the following:

a) Identify one (1) limitation you have as a worker in addressing Anika's needs.

Complete the question below:

Briefly explain the one (1) limitation you identified when helping the client?

(Approximate word count 35-55 words)

Assessor note: Sample answers provided below students answers must include one (1) of three(3) responses below however the wording may vary. Acceptable student responses must be based on identification and explanation of relevant limitations, clarity and comprehensiveness of the explanation and appropriateness of proposed responses or actions to address the limitations.

1. Cultural Competence: One limitation could be my level of cultural competence in understanding and effectively addressing the specific cultural nuances and sensitivities of Anika's South Indian background. Without a deep understanding of her cultural beliefs, values, and traditions, I may inadvertently overlook important cultural factors that impact her situation.
2. Skills and Training: I have limitations in my skills and training to address all aspects of Anika's needs effectively. For example, I am not trained in legal advocacy or counselling techniques specialized for domestic violence survivors.
3. Scope of Practice: I have limitations in terms of scope of practice. For instance, I am not able to provide legal advice or protection orders directly and will need to refer Anika to legal aid services.

b) Identify one (1) limitation workplace/organization has in addressing Dianne's needs
Complete the question below:

Briefly explain the one (1) organisational limitation you identified helping the client?

(Approximate word count 30-50 words)

Assessors note: Sample answers provided below student's answers must include one out of two responses below however the wording may vary. Students' answers must provide clear explanations of organisational limitations and proposed appropriate responses to address the limitations.

1. Limited Access to Culturally Tailored Services: Empower Care Community Organisation offers a range of support services, however some of these services are not culturally tailored to meet the specific needs of South Indian individuals like Anika. We can offer referrals based on Anika's preferences and cultural expectations.
2. Language Barriers: Limited availability of multilingual staff or interpreters can hinder effective communication with clients who are not fluent in English. This can impact the accuracy and clarity of information shared and received.

VIII. There are two (2) parts you need to complete here:

a) In collaboration with the client create a safety plan prioritising the physical and emotional safety of clients, their family complete the safety plan below with your responses.

(Approximate word count roughly 200 words as the responses will be mainly verbal)

Assessors note: Sample answers provided below however student responses may vary. Students' responses in the safety planning record should be completed with all relevant information about Anika's situation, including her presenting issues, support network, communication access, transportation plans, financial situation, and support from Empower Care. The student should ensure accuracy in recording Anika's responses and needs.

CLIENT SAFETY PLANNING RECORD	
Client Details	
Name	Anika
Age	32 years
Presenting issues as identified and prioritised (Approximate word count 50-60 words)	Assessors note: Students answers must be as per the sample answers provided below however the wording may vary. Student inputs clients' issues related to: Anika is facing abuse in her marriage in various forms. She endures emotional abuse as her husband controls her actions, she also faces financial abuse as her husband strictly controls and withholds financial resources, limiting her independence and autonomy. This control extends to psychological manipulation, with her husband using financial threats to maintain dominance over her.
Plan details and questions to support the plan	Checklist and details to support the plan
If you need to leave your home quickly, where could you go?	To stay with Aunty Molly.
Emergency contact	Aunty Molly 00000
Do you feel comfortable calling the police? And if not, you can call 000 in an emergency or Safe Steps on 1800 015 188	<input type="checkbox"/> Yes <input type="checkbox"/> No
Support network	
Is there someone that you can trust to help you to call the police? If no then you can contact emergency services such as the police by seeking help from neighbours or finding a public phone if available alternatively you can physically go to local support organizations, shelters, or community centers that provide assistance to domestic violence survivors.	<input type="checkbox"/> Yes Same as above. <input type="checkbox"/> No
Children or other dependents	
Are there children or any other people in your care that may also need assistance?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what are their needs for support?	
Communication	

<p>Do you have access to a phone and internet? Answer is yes or No- If no then you can contact emergency services such as the police by seeking help from neighbours or finding a public phone if available alternatively you can physically go to local support organizations, shelters, or community centers that provide assistance to domestic violence survivors.</p>	<p><input type="checkbox"/>Yes <input type="checkbox"/>No</p>
<p>Does anyone else have access to your phone or other communication channels? Answer is yes or no -In some cases people can track your location using your phone if they have access. Are you aware of how to keep your device/s secure and not trackable? If answer is No you are required to – inform client about organizations that specialize in digital security and privacy for survivors of domestic violence. These may include helplines, online guides, and support groups where she can learn more about protecting her devices and staying safe online</p>	<p><input checked="" type="checkbox"/>Yes <input type="checkbox"/>No I think my husband can track me down.</p>
<p>Transport</p>	
<p>How will you get to your safe place to Aunt Molly's? What options do you have of leaving your home when would be safest for you to leave your home?</p>	<p>I can take the train. Or Aunt Molly can pick me up. I will leave when my husband goes out of town for work. I think it will be safe to do it then because he will be out of town.</p>
<p>Escape bag – what will you take with you?</p>	
<p>List the essential items you will take briefly explain to the client what is an escape bag - An escape bag, also known as a safety or emergency bag, is a critical resource for individuals experiencing domestic violence. It typically contains essential items that can help them safely leave a dangerous situation or seek refuge such as important documents, phone, clothes, medicines, money, toiletries, house keys etc.</p>	<p>Sample answers are provided however students response may vary based on their priorities of things to carry. However, in general an escape bag contains only very essential items listed below:</p> <p>I will take my phone, wallet, whatever money my husband has left me, some change of clothes, and my toiletries.</p>
<p>Are there any documents (passport, marriage certification, custody papers, insurance documents, etc.) that you think are essential to take?</p>	<p><input type="checkbox"/>Yes <input type="checkbox"/>No</p>

<p>And do you have access to these documents? Answer is Yes or No – If No then you should let her know In cases where victims do not have immediate access to these documents, support workers can assist them in obtaining copies or replacements through legal avenues or government agencies.</p>			
<p>Do you or your children have any specific medications you take on regular basis will you be able to carry this with you immediately or need to arrange for medication to be stored outside of your home in a safe place so that you can have access to it without having to carry it out with you when you leave?</p>	<p>No</p>		
<p>Finances</p>			
<p>Do you have access to money? If no then can you asks Aunt Molly to provide you with some money</p>	<p>Yes I do have some money that I saved from groceries and shopping that I have managed to hide from him. I can manage to get out of the home and go to Aunt Molly's house via public transport. If No- Aunt Molly can provide money</p>		
<p>Support from Empower Care</p>			
<p>Write three (3) services Empower Care can support the client to get that may be essential in the event of having to leave your current situation. These are services that we can help support you to access.</p>	<p>Sample answers provided below students must include any three (3) services listed below as suitable to client's needs.</p> <p>We can provide referrals to:</p> <ul style="list-style-type: none"> ▪ Emergency Safe housing/shelter ▪ Referral Counselling service ▪ Financial counselling service ▪ Legal service ▪ Mental health service ▪ Referral to Job placement agencies ▪ Police ▪ Court (Magistrates' and Children's Court) 		
<p>Signatures</p>			
<p>Client signature <i>(or parent/guardian if under 18)</i></p>	<p>[signed by Anika]</p>	<p>Date signed</p>	<p>[today's date]</p>

Student signature	[signed by Support worker]	Date signed	[today's date]
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- b) On one of the occasions, you notice that Anika appears to be quite agitated and aggressive she verbally starts abusing your colleague who is also helping Anika by providing her with information on available resources. You are there witnessing this situation and as an immediate action you try and deescalate the situation. While Anika calms down after a while however your colleague is still quite shaken up by the entire situation and is seeking your support.

Based on the situation above briefly explain three (3) strategies you would prioritise to ensure physical and emotional safety of your colleague in developing a response to the situation. (Approximate word count 70-85 words)

Assessors note: Sample answers provided below however student wording may vary. Student must choose three out of five options below and the response must clearly explain how each chosen strategy contributes to worker safety.

- **Immediate Emotional Support:** After the situation is under control, provide immediate emotional support to the colleague, acknowledging the difficulty of the situation.
- **Debriefing Session:** Arrange for a debriefing session where the colleague can talk about the incident, express their feelings, and receive professional support if needed.
- **Training and Preparedness:** Ensure that all staff members are regularly trained in de-escalation techniques, conflict resolution, and recognizing signs of agitation. Conduct regular simulation drills to prepare staff for handling similar situations effectively.
- **Employee Assistance Programs (EAP):** Provide access to counselling and mental health support services for staff who experience traumatic or stressful incidents.
- **Peer Support Groups:** Establish peer support groups where colleagues can share experiences and coping strategies.

- IX. Collaborate with Anika and in the template provided below discuss and complete the client action plan template below.

- a) Write two (2) goals that the client would like to achieve based on the client needs identified previously.
- b) negotiate and agree to two (2) strategies of intervention before commencing work.
- c) Provide client with information about available services for meeting those needs and goals.
- d) Write one (1) referral to address the client's financial employability needs with the focus on how the client can benefit from financial counselling and career guidance as per the client assessment form you have completed previously.

Complete the referral in the template provided below.

Assessors note: Sample answers provided below however student wording may vary. Assessor must ensure the student provides accurate and complete client information. The goal planning section should

include clearly stated, realistic, and relevant goals. The strategies for intervention should detail two effective strategies that are well-explained and aligned with the goals. Additionally, the student must provide information about two relevant and accessible services for each goal.

Client Action Planning - Template	
Client Details	
Name	Anika
Age	32
Goal planning	
Agreed goals. (Approximate word count 6-15 words total for two goals)	<p>Goal 1 Accessing safe housing</p> <p>Goal 2 accessing services for emotional support</p> <p>Goal 3 Accessing legal services</p> <p>Goal 4 Accessing community support groups and connecting to employment agencies</p>
Two strategies for intervention (Approximate 90-110 words for two interventions in total)	<ul style="list-style-type: none"> • Emotional support: Acknowledge her emotions and reassure her that her feelings of loneliness, despondency, and fear are valid and understandable given her circumstances. Let Anika know that you understand her pain and struggles. Be aware of Anika's cultural background in your interaction. • Referral: Refer Anika to a counsellor or psychologist who specializes in domestic abuse or immigrant issues. Professional counselling can help her process her emotions and develop coping strategies. Connect Anika with support groups for women experiencing similar situations. This can help her feel less isolated and provide her with a community of support. • Advocating for Community support: Encourage Anika to make her own decisions about her future and support her in taking steps towards independence. Connect Anika with local community organizations that offer support services for immigrant women, including language classes, job training, and cultural activities to build a social network. Assist Anika in exploring opportunities to use her nursing qualifications, perhaps starting with volunteering or part-time work that could gradually lead to financial independence.
Provide information to client of two available services to meet the goals and needs (one service for each goal and need) (Approximate word count 65-85 words total for two services total)	<ul style="list-style-type: none"> • Culturally Sensitive Counselling: Refer to counselling and mental health services that are sensitive to the client's cultural background, using approaches that resonate with their cultural understanding of mental health and emotional well-being. • Legal support: Inform Anika about legal aid services and community legal centres that can provide advice and

	<p>assistance with legal matters related to domestic violence, such as obtaining protection orders or navigating family law proceedings.</p> <ul style="list-style-type: none"> • Housing and accommodation options: Explore housing options and emergency accommodation services available to Anika if she decides to leave her partner or needs a safe place to stay temporarily. • Culturally Relevant Support Groups: Facilitate access to support groups or peer networks that are culturally relevant and where the client can feel understood and supported by others with similar backgrounds. • Financial independence: Refer Anika to employment services / job seeker programs where she can get support to build her resume and seek opportunities for employment.
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Assessors note: There is one (1) referral provided below to address clients need for financial /employability services. Sample answers are provided within the template students answers must provide a brief description of Anika's eligibility for the services, include comprehensive analysis of Anika's specific needs for financial counselling, employment support and career counselling. It must acknowledge the emotional toll of the abuse she has experienced with an expression of confidence in her ability to overcome these challenges with appropriate support.

Referral form			
REFERRAL		Date:	
Name of Agency or Practice:	Financial Employability Services		
Contact Person/s:	ABC(Employment Officer)		
Contact Numbers:			
Phone:	N/A	Fax:	N/A
Email:	N/A		
Street Address:	N/A		
Suburb:	N/A		
Post Code:	N/A		
<p>Reason for Referral: (students provide brief description of why you think Anika is eligible for the services) <i>Assessors note: Sample answers provided below student's answer must include a comprehensive analysis of Anika's eligibility for specific needs for financial counselling, employment support, and</i></p>			

career counselling. Students' response must acknowledge the emotional toll of the abuse she has experienced and expressing confidence in her ability to overcome these challenges with appropriate support.

(Approximate word count 250-275 words total)

Reason for referral:

Anika is a 32-year-old woman of South Indian descent who has been residing in Australia for the past twelve years. She is currently experiencing significant financial and emotional abuse from her husband, which has severely impacted her ability to achieve financial independence and emotional well-being.

Anika is a highly qualified nurse, having trained and worked in India, but has been prohibited by her husband from seeking employment since they moved to Australia. Her husband exerts strict control over all aspects of their family finances, providing her only with a minimal budget for household necessities. He has employed financial threats and manipulation to maintain control, creating a situation where Anika feels trapped and unable to make autonomous decisions about her life and future.

Anika's circumstances have led to profound feelings of loneliness and despondency, compounded by her lack of a social network and the emotional toll of being childless in a restrictive and unsupportive environment. She has expressed a strong desire to gain financial independence and rebuild her life but lacks the resources and support to do so.

Given these factors, Anika requires comprehensive financial counselling, job training, and employment support to help her transition to independence. Specifically, she needs assistance with:

1. Financial Counselling: Guidance on managing personal finances, budgeting, and building financial independence.
2. Employment Support: Job training, resume building, job search assistance, and interview preparation.
3. Career Counselling: Assistance in navigating the process of re-entering the nursing profession in Australia, including credential recognition and potential additional training or certification requirements.

Anika has shown resilience and a strong willingness to change her situation. With the appropriate support, she has the potential to regain her independence and establish a secure and fulfilling life.

Business Hours days/ times:

Signed:

Date:

Consent for information sharing referral:

I(name of client) consent to the collection, use and sharing of my personal information under Part 5A of the Family Violence Protection Act 2008. I understand that my information may be shared without consent if there is a serious threat to myself or another individual's life, health, safety or welfare.

I also understand that my information may be shared without consent if it is relevant for assessing or managing risks to a child victim survivor of family violence, or to promote the safety or wellbeing of a child or young person. (Note where your information may be shared without your consent, we will endeavour to consult with you on your views and inform you if this occurs).

Client signature (add name)

[signed by]

Date signed

Referees signature	<i>[signed by student]</i>	Date signed	
Referees name and title	<i>Student name and job title</i>		

Observation Checklist		
<i>(tick the tasks completed)</i>		
Assessor Observation:	Satisfactory (s)/Non-Satisfactory (NS)	Assessor Comments:
I. Did the student: ensured both themselves and client sit in a well-lit, quiet area where they will not be disturbed during the role play.	<input type="checkbox"/> S <input type="checkbox"/> NS	
ensured to check the audio, video, and internet connection to prevent technical issues during the assessment.	<input type="checkbox"/> S <input type="checkbox"/> NS	
ensured at the start of the online session, to obtain verbal consent of the other participant in the role play and record it.	<input type="checkbox"/> S <input type="checkbox"/> NS	
ii. Did the student: Used appropriate interpersonal Skills e.g. introduced themselves warmly and professionally to the client, maintained eye contact, showed empathy through verbal and non-verbal cues.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Used effective communication strategies e.g. used active listening skills, speak clearly and at an appropriate pace, asks open-ended questions, used appropriate body language	<input type="checkbox"/> S <input type="checkbox"/> NS	
Build rapport fostering client confidence, demonstrated trustworthiness, provided positive reinforcement to the client.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Read the Empower Care handbook and explained services clearly to the client, tailored to client's needs.	<input type="checkbox"/> S <input type="checkbox"/> NS	
ensured complete, accurate, relevant exchange of information by sharing relevant information, encouraging client to ask questions if they need further clarification.	<input type="checkbox"/> S <input type="checkbox"/> NS	

<p>iii Did the student:</p> <p>Refer to the relevant section of the Empower Care handbook and sourced the correct information on rights and responsibilities.</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p>Explain two (2) of client responsibilities for example explain the client's responsibility to provide accurate information, to follow the agreed care plan etc.</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p>Explain two (2) of client rights for example clients right to privacy and to receive respectful care etc</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p>Explain two (2) support worker rights for example the right to a safe working environment, the right to professional development etc.</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p>Explain two (2) of Support Worker Responsibilities for example Explain the responsibility to provide competent care explains the responsibility to respect client's rights.</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p>iv Did the student:</p> <p>show recognition and sensitivity to client's needs and identified Anika's specific cultural needs.</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p>Address one (1) cultural difference for eg recognize specific needs based on her cultural needs and implement communication strategies that are culturally sensitive.</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p>In terms of ethical considerations respect Anika's right to make her own decisions and demonstrated non-discriminatory behaviour.</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p>v. Did the student:</p> <p>Based on the information gathered in previous tasks accurately assess complexity of the situation, correctly determine the urgency of needs, and accurately determine eligibility for services for Anika.</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p>identify and prioritise urgent and essential services.</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	

Complete client assessment report, ensuring all sections are accurately completed with clear and detailed descriptions.	<input type="checkbox"/> S <input type="checkbox"/> NS	
vi. Did the student: Accurately identified two (2) indicators of risks or threats for Anika based on given situation.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Developed an appropriate response to the two (2) risk or threat identified.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Clearly communicated identified risks and responses to the client.	<input type="checkbox"/> S <input type="checkbox"/> NS	
vii. Did the student: Refer to the Empower Care Community Organisation handbook and locate relevant section on support worker and organisation limitations.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Accurately identified one (1) a specific limitation as a support worker clearly explains how this limitation affects addressing needs of the client.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Accurately Identified one (1) of Organizational limitation and clearly explain how this limitation affects addressing needs.	<input type="checkbox"/> S <input type="checkbox"/> NS	
viii. Did the student: Complete the two parts related to creating a safety plan in collaboration with the client and address the emotional impact on workers providing support to the client.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Part A: Create Client Safety plan actively engaged Anika in the safety planning process and identified physical safety risks and appropriate measures to mitigate them.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Part B: Recognize the potential emotional impact on workers supporting Anika and provided a clear and concise explanation of three	<input type="checkbox"/> S <input type="checkbox"/> NS	

strategies to prioritize the physical and emotional safety of workers.		
ix Did the student complete the following in collaboration with the client:	<input type="checkbox"/> S <input type="checkbox"/> NS	
A Writing Goals Identified and wrote two (2) clear and specific goals based on client needs by actively involving the client in setting the goals.	<input type="checkbox"/> S <input type="checkbox"/> NS	
B Negotiating Intervention Strategies Negotiated and agreed on two (2) effective intervention strategies with client ensuring strategies aligned with previously set goals.	<input type="checkbox"/> S <input type="checkbox"/> NS	
C Providing Information on available Services Provided clear and comprehensive information about services that meet the client's needs.	<input type="checkbox"/> S <input type="checkbox"/> NS	
D Writing Referrals Wrote one(1) referral that addressed identified client needs and provided clear and detailed information in referrals.	<input type="checkbox"/> S <input type="checkbox"/> NS	
x. Did the student: Apply organizational standards and procedures consistently throughout the role play. Applied organisation standards and procedures for the following: accurately explaining clients' rights and responsibilities and the support workers' rights and responsibilities	<input type="checkbox"/> S <input type="checkbox"/> NS <input type="checkbox"/> S <input type="checkbox"/> NS	

Applying risk management procedures by identifying and responding to clients' indicators of risk or threats to safety.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Applying organizations standards procedures for safety planning for the clients by completing documentation accurately in collaboration with the client	<input type="checkbox"/> S <input type="checkbox"/> NS	
Following the referral policies and procedures providing referrals to services that comply with relevant legal and regulatory requirements.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Applied organizations standards and procedures for mandatory reporting and completing all relevant documentation e.g. templates accurately.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Comply with legal and statutory by complying with confidentiality and privacy laws during interactions and ensuring informed consent is obtained and documented	<input type="checkbox"/> S <input type="checkbox"/> NS	
Comply with legal and statutory requirements by suggesting strategies compliant with workplace health and safety (WHS) regulations to address the emotional and physical wellbeing of workers safety.	<input type="checkbox"/> S <input type="checkbox"/> NS	
xi. Did the student complete all questions associated with this role play accurately and within the word limit	<input type="checkbox"/> S <input type="checkbox"/> NS	

End of role play 2 – Submission.

Assessors note: Student must complete all the tasks including the templates, questions and forms and submit it for marking along with the video recording.

Role play 3- Instructions

Overview

The objective of this role play is to provide you with the opportunity to practice and demonstrate the knowledge and skills required to work effectively with a client in a crisis.

IMPORTANT: This is a role play simulation only. Please ensure the privacy and dignity of your participants are respected.

This is role play 3. To carry out this role play you will need two (2) participants including yourself as per below.

- Participant A: Harry J - Support Worker – Student (Yourself)
- Participant B: Maria (Client going through domestic and family violence)

Role Play Scenario:

You (Harry J) work as a support worker at Empower Care organisation, you have been assigned to provide support to Maria who has contacted your organisation seeking help. Maria, a 28-year-old woman who has been in a relationship with her partner, John, for five years. Maria initially found John's protective nature endearing, but over time, his behavior became more controlling. He began insisting that Maria stay home when he went out, saying he didn't want her to be around "bad influences." He started questioning her about her friends and demanding to know where she was always. John also discouraged Maria from spending time with her family, claiming they were trying to turn her against him. John went as far as intercepting Maria's phone calls and messages, even blocking certain contacts on her phone and social media. He controlled her access to the internet and monitored her online activity, accusing her of being unfaithful if she talked to other men. Maria felt increasingly isolated and lonely, as she was cut off from her friends and family. Her self-esteem suffered, and she began to feel trapped in the relationship. She was hesitant to seek help because John had convinced her that no one would believe her side of the story. Eventually, Maria confided in a close friend Jenny about her situation. Jenny lives close by to Maria's house and has on a number of occasions mentioned to Maria that she can stay at her place if the situations get any worst but since the matter has now really gone out of control, she advises Maria to seek help from a local domestic violence organization.

Role-play participant A (student) brief who will play the role of support worker.

Participant A (Support worker Harry J): As a support worker at Empower Care organization, you have been assigned to provide support to Maria, a 28-year-old woman experiencing social abuse in her relationship with her partner, John. Your role is to provide Maria with emotional support and validation. Offer her guidance on how to reconnect safely with her support network and community resources. Connect her with counselling services to address the emotional toll of the abuse. Develop a safety plan with Maria, outlining steps she can take in case of an emergency or if she feels threatened. Provide her with information on how to access emergency services and safe housing. Provide Maria with information about available legal aid, counselling, and other support services. Offer her referrals to organizations that can provide additional support and resources. Encourage Maria to consider her options and support her in making choices that promote her safety and well-being. Please note you will be marked by you assessor based on the techniques you have used during the role play along with completing all tasks requirements.

Role-play participant B (Person facing domestic and family violence) Maria brief:

Participant B Instructions: As Maria, you will portray a young woman who has been in a relationship with her partner, John, for five years. Initially, you saw John's protective nature as a sign of care and

affection, but his behavior gradually became more controlling and manipulative. Your portrayal of Maria should focus on conveying the emotional and psychological impact of social abuse, including feelings of loneliness, isolation, and the struggle to seek help due to John's manipulation. You have also recently discovered that your husband has installed a tracking device on your phone, and this has just shocked you. Your main objectives in this role are to engage with the support worker and explore available resources and options for leaving the abusive relationship and regaining control of your life. Throughout the role play show your personality as being shy, timid and being reserved and not so forth coming with seeking help. As part of your self-care you often do meditation at home which has helped you in coping with the stress. You have also a good friend called Jenny and she knows of your situation, and she has on a number of occasions offered to help you including offering to stay at her place if you need to.

Please note you student playing the role of Maria will not be marked on this assessment.

Note: for this assessment the assessor will be marking the student (Participant A) not the person playing the supporting role.

The role play must include at least two (2) participants including yourself and must be between 25-35 **minutes in duration** and must address all requirements listed under Key Observation Criteria.

Participant information

During the role play, you will demonstrate your skills in interacting with at least one other person. Participants in your role play may be:

- friends or family members; or
- Fellow student/s who will play the role of a team member.

Option 1: Friend/s or family member/s

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student/s participant

Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

Fellow student/s participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity with the 'Key Observation Criteria' so that they can prepare for the recording.

Student/s will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the Observation Checklist below that will be completed by the Assessor, based on your performance in the video recording.

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.

Consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

Role play 3

Student Instructions

In this task you are required to:

- I. Choose a suitable location that replicates a workplace setting and ensure the space is accessible and comfortable.
- II. Use interpersonal skills to develop rapport and promote confidence, and full, accurate and relevant exchange of information. For this tasks you are required to:
 - establish rapport with Maria.
 - actively listen to her needs
 - provide information about Empower Care Services what the organisation can offer her to meet her needs and requirements based on current situation.

Complete the questions below:

Briefly explain based on Maria situation two (2) pieces of information that Empower Care organisation can offer her that are accurate and relevant to her needs.
(Approximate word 90-100 words total)

Assessors note: Sample answers provided below the wording may vary, students answers must demonstrate a clear understanding of Maria's needs and the services that are relevant to her situation as per sample answers provided below. Students' answers must include two (2) out of three (3) options below.

1. **Counselling and Emotional Support:** Empower Care can provide Maria with counselling services to help her address the emotional impact of the abuse she is experiencing. This may include individual counselling sessions with trained professionals who can offer support, validation, and guidance as Maria navigates her feelings and decisions.
2. **Safety Planning and Advocacy:** Empower Care can assist Maria in developing a safety plan to help her navigate the challenges of leaving an abusive relationship safely. This plan may include steps for accessing emergency accommodation, legal protection orders, and support networks to ensure Maria's safety and well-being.
3. **Legal Assistance:** Empower Care can connect Maria with legal resources to explore her options for seeking legal protection from the abuse she is experiencing. This may include information about obtaining restraining orders, accessing family law support services, and understanding her rights in relation to domestic violence laws.

III. Refer to Empower Care Organisation Handbook and explain two (2) rights and responsibilities of Maria and you as a support worker and explain how you would promote these throughout the role play include relevant legal and ethical considerations.

Complete the questions below:

Write the two (2) rights you explained to Maria that she has as a client and provide the applicable law?

(Approximate word count 125-150 words total)

Assessors Note: Sample answers provided below student's answers must provide a concise explanation of two (2) rights out of three (3) options below that Maria has as a client and include the applicable law for each.

- **Right to safety and protection from domestic violence:** Maria has the right to live free from threats or harm. Domestic and Family Violence Protection Act 2012: This legislation aims to prevent domestic violence and protect victims. It provides legal remedies such as protection orders to ensure the safety and well-being of individuals affected by domestic violence, including emotional, psychological, financial abuse.
- **Right to Privacy and confidentiality:** Maria's personal information and circumstances should be kept confidential by support workers and other professionals unless there are concerns about her safety or the safety of others. Privacy Act 1988: This law regulates the handling of personal information by organizations. It requires organizations to protect the privacy of individuals' personal information and obtain consent for its collection, use, and disclosure.
- **Right to Access Support Services:** Various federal and state-funded support services legislation, including those governed by the National Plan to Reduce Violence against Women and their Children 2010-2022. Maria has the right to access support services, including counselling, legal assistance, and emergency accommodation. These services are

designed to help her leave an abusive situation, provide her with emotional and psychological support, and assist her in finding a safe place to stay, such as the offer from her friend Jenny or a shelter.

Write and briefly explain two (2) responsibilities that Maria has as a client.

(Approximate word count 70-80 words in total)

Assessors note: Sample answers provided below however student answers may vary students must select two (2) out of seven (7) responsibilities listed below and provide a succinct discussion of two responsibilities that Maria has as a client of Empower Care organization

1. Communicate Needs and Concerns:

- Maria should communicate her needs, preferences, and any concerns she may have about her safety or the support she is receiving. Open communication helps the organization tailor its services to her specific situation.

2. Follow Agreed-Upon Safety Plans:

- Maria should adhere to the safety plan developed in collaboration with the organization to protect herself and her family from harm. This includes following any instructions provided for her safety.

3. Provide Accurate Information:

- Maria should provide truthful and accurate information about her situation to the organization. This allows them to assess her needs effectively and offer appropriate support.

4. Respect Workers' Safety and Boundaries:

- Maria should respect the safety and boundaries of the workers providing her support. This includes understanding the limits of the workers' roles and cooperating with them to maintain a safe environment.

5. Participate in Decision-Making:

- Maria should actively participate in decision-making regarding her care and safety, providing input and asking questions when necessary to ensure she understands her options.

6. Provide Feedback:

- Maria should offer feedback about the services she receives, as this can help the organization improve its support and tailor services to better meet her needs.

7. Adhere to Legal Obligations:

- Maria should adhere to any legal obligations or court orders that are in place, such as restraining orders or custody arrangements, to ensure her safety and compliance with the law.

Briefly explain the two rights you discussed with Maria that you have as a support worker include the applicable law?

(Approximate word count 95-125 words in total)

Assessors note: Sample answers provided below however student answers may vary students must select two (2) out of three (3) rights listed below and provide a concise explanation of two rights support workers have, including the applicable law for each.

- **Right to safety:** Support workers have the right to work in a safe environment free from threats or harm. Workplace Health and Safety Regulations 2011 (Commonwealth) - These regulations provide specific requirements for maintaining workplace safety and implementing strategies to address hazards and risks.
- **Right to respect:** Support workers have the right to be treated with respect and dignity by clients and colleagues. Fair Work Act 2009 (Commonwealth) - This legislation prohibits discrimination, harassment, and bullying in the workplace, ensuring that all workers, including support workers, are treated with respect and dignity by clients and colleagues.
- **Right to confidentiality:** Support workers have the right to maintain the confidentiality of client information and circumstances, except in cases where there are concerns about the client's safety or the safety of others. Privacy Act 1988 (Commonwealth) - This legislation regulates the handling of personal information and imposes obligations on support workers to maintain the confidentiality of client information, except in situations where disclosure is necessary to prevent harm or ensure safety.

Briefly explain the two responsibilities you discussed with Maria that you have as a support worker. (Approximate word count 45-55 words)

Assessors note: Sample answers provided below however student answers may vary students must select two (2) out of five (5) responsibilities listed below and provide a concise explanation of the responsibilities.

- **Responsibility to provide support:** Support workers have a responsibility to provide appropriate support and assistance to clients in accordance with their needs and circumstances.
- **Responsibility to maintain professionalism:** Support workers should always conduct themselves in a professional manner, adhering to ethical standards and organizational policies and procedures.
- **Responsibility to respect boundaries:** Support workers should respect the boundaries and confidentiality of clients, maintaining appropriate professional relationships.
- **Responsibility to collaborate:** Support workers should collaborate with other professionals and agencies involved in the care of their clients, ensuring coordinated and comprehensive support.
- **Responsibility to advocate:** Support workers should advocate for the rights and interests of their clients, empowering them to make informed decisions and access the support they need.

IV. You are to engage in a conversation with Maria and explore her needs and preferences showing sensitivity and addressing one (1) individual difference.

Complete the questions below:

Briefly explain one (1) individual difference you addressed with Maria?
(Approximate word count 65-75 words)

Assessors note: Sample answers provided below however student wording may vary. Students' responses must clearly identify and explain one individual difference. Student's answers must include one (1) individual difference from the two (2) options provided below.

1. **Personality Traits:** Maria may have unique personality traits that influence her response to the abuse and her willingness to seek help. Some individuals may be more assertive and proactive in seeking support, while others may be more reserved or hesitant due to fear or self-doubt. A support worker can tailor their approach to accommodate Maria's personality traits, providing encouragement and support while respecting her pace and preferences.
2. **Coping Strategies:** Maria may employ different coping strategies to deal with the abuse, such as denial, avoidance, or seeking social support. For example, engaging in self-care at home provides insight into her coping mechanisms and resilience-building strategies. The individual difference here lies in Maria's proactive approach to managing her emotional well-being amidst the abuse she experiences. The support worker can acknowledge Maria's efforts in self-care and incorporate that in her support plan.

- V. Assess information for complexity, urgency and eligibility so that priorities for service delivery and safety can be identified.

Assessors note: Sample answers provided in the template below however student answers may vary. Students must demonstrate understanding of the complexity of Maria's situation, including emotional dynamics and safety concerns. Recognize the urgency of the situation based on the nature of abuse. Identify Maria's eligibility for various support services and interventions. Student outlines priority areas for service delivery, including safety planning, counselling services, legal assistance, and support for Maria. Student provides specific recommendations and referrals tailored to Maria's needs, such as developing a personalized safety plan, accessing counselling services, and exploring legal options. Summarizes the key points of the assessment and outlines next steps for supporting Maria.

Empower Care Organization	
Client Assessment Report	
[Organization Name]	Empower Care
[Address]	xxx
[Date]	
Client Details	

Client Information:	
Name:	Maria
Contact Number:	0000
Email Address:	maria@dd.com
Address:	121 wowostreet, dundee
Background Information: (Approximate word count 108-115 words)	
<p>Maria, a 28-year-old woman, has been in a relationship with her partner John for five years. Initially, she found John's protective nature endearing, but over time, his behavior became increasingly controlling and abusive. He began isolating her from friends and family, intercepting her communications, and monitoring her online activity. This led to Maria feeling isolated, lonely, and trapped. Despite her hesitation to seek help due to John's manipulations, she eventually confided in her close friend Jenny, who advised her to contact a local domestic violence organization for support. Maria's situation highlights the emotional and psychological abuse she has endured, prompting her to seek assistance to regain her independence and safety.</p>	
Assessment Summary: (Approximate word count 155-165 words total)	
<p>Complexity: Maria's situation is complex due to the gradual escalation of John's controlling behavior, including isolation tactics, monitoring of communications, and undermining her self-esteem. The emotional manipulation and psychological abuse Maria have experienced contribute to the complexity of her situation, as they may have long-lasting effects on her well-being and decision-making.</p> <p>Urgency: is evident as Maria's safety and well-being are at risk due to John's coercive and controlling behavior. The isolation tactics and monitoring of Maria's communications increase the risk of harm and limit her ability to seek help independently. Maria's increasing feelings of isolation and low self-esteem may exacerbate the urgency of the situation, as they indicate the potential for further psychological harm.</p> <p>Eligibility: Maria meets the eligibility criteria for support from a domestic violence organization due to experiencing coercive control, emotional manipulation, and isolation tactics from her partner, John. Her disclosure to a coworker demonstrates her willingness to seek help and engage with support services, indicating her readiness for intervention.</p>	
Priorities for Service Delivery and Safety: (Approximate word count 75-95 words)	
<p>Assessors note: Students must identify two (2) out of three (3) priorities listed below however the wording may vary. The priorities must be aligned with the complexity, urgency and eligibility based on above.</p> <ol style="list-style-type: none"> 1. Immediate Safety: <ul style="list-style-type: none"> • Develop a safety plan with Maria, including emergency contacts, safe places to go, and steps to take if she feels threatened. 2. Emotional and Psychological Support <ul style="list-style-type: none"> • Provide a safe and non-judgmental space for Maria to express her feelings and experiences. 	

<ul style="list-style-type: none"> • Validate her feelings and reinforce that she is not alone, and that help is available. • Refer Maria to a licensed therapist or counselor specializing in domestic abuse. • Offer ongoing emotional support through regular check-ins and support group meetings. <p>3. Legal and Advocacy Support</p> <ul style="list-style-type: none"> • Provide information about her legal rights and options, including restraining orders or protective orders. • Assist with accessing legal services or finding an attorney experienced in domestic violence cases. 	
<p>Conclusion:</p> <p>(Approximate word count 50-60 words)</p> <p>In conclusion, Maria's situation requires urgent intervention due to the severe emotional and psychological abuse she has endured. Immediate safety measures, emotional and psychological support, and legal advocacy are critical to her well-being. Empower Care will provide comprehensive support to help Maria regain her independence and safety, ensuring she is not alone in this journey.</p>	
<p>Student (Support worker) Name:</p>	
<p>Date:</p>	

- VI. Identify and respond to two (2) indications of risk or threats to safety and discuss with Maria. **Assessors note: Students must identify two (2) out of three (3) responses below however the wording may vary.**

Complete the below:

Identified Indication of Risk (Approximate word count 3-5 words each)	Response (Approximate word count 50-70 words total)
Escalation of further abuse due to controlling Behavior:	<ul style="list-style-type: none"> • Develop a safety plan with Maria, which includes strategies for leaving the house safely and identifying safe places she can go in an emergency.
Emotional and Psychological Harm:	<ul style="list-style-type: none"> • Validate Maria's feelings and experiences. Reassure her that she is not alone and that her concerns are legitimate. • Offer counselling services to help Maria process her experiences and rebuild her self-esteem.

Impact on emotional and psychological wellbeing due to Fear and Manipulation:	<ul style="list-style-type: none"> • Provide information about legal options, such as restraining orders or orders of protection, that can help safeguard her against further abuse.
	<ul style="list-style-type: none"> • Domestic Violence Shelters: Connect Maria with local shelters that provide safe housing and additional resources for survivors of domestic violence.
	<ul style="list-style-type: none"> • Support Networks: Help Maria reconnect with her family and friends in a safe manner. Rebuilding her support network is crucial for her emotional and physical well-being.

VII. Based on clients' needs assessments in the tasks above you are now required to refer to Empower Care Community Organisation handbook and carry out the following:

- a) Identify one (1) limitation you have as a worker in addressing Maria's needs.
Complete the question below:

Briefly explain the one (1) limitation you identified when helping the client?
(Approximate word count 35-55 words)

Assessor note: Sample answers provided below students answers must include one(1) of three(3) responses below however the wording may vary. Acceptable student responses must be based on identification and explanation of relevant limitations, clarity and comprehensiveness of the explanation and appropriateness of proposed responses or actions to address the limitations.

- Scope of Practice: I have limitations in terms of scope of practice. For instance, I am not able to provide legal advice or protection orders directly and will need to refer Maria to legal aid services.
- Legal and Ethical Constraints: Support workers are bound by privacy laws, such as the Privacy Act 1988 (Cth) in Australia, which require them to keep client information confidential. This can limit their ability to share information with other agencies or individuals without the client's consent, even when it might be in the client's best interest.
- Emotional Impact on Support Workers: Continuously working with clients in distressing situations can take an emotional toll on support workers, potentially leading to burnout or vicarious trauma. This can impact their ability to provide effective support.

- b) Identify one (1) limitation workplace/organization has in addressing Maria's needs.
Complete the question below:

Briefly explain the one (1) organisational limitation you identified helping the client?

(Approximate word count 20-50 words)

Assessors note: Sample answers provided below student's answers must include one out of two responses below however the wording may vary. Students' answers must provide clear explanations of organisational limitations and proposed appropriate responses to address the limitations.

- Resource Limitations: Empower Care have limited resources, such as funding, staff, and access to emergency accommodation. This can restrict the ability to provide immediate and comprehensive support to Maria.

- **Training and Expertise:** While support workers are trained to assist clients in distress, they may not have specialized training in all aspects of domestic violence, legal advocacy, or mental health support. This can limit their effectiveness in addressing Maria's complex needs.
- **Policy and Procedure Restrictions:** Organizational policies dictate specific protocols for handling cases of domestic violence. These protocols can sometimes be rigid and may not always align perfectly with the unique needs of each client, such as Maria.

VIII. There are two (2) parts you need to complete here:

- a) In collaboration with the client create a safety plan prioritising the physical and emotional safety of clients, their family complete the safety plan below with your responses.

(Approximate word count 200 words total as the responses will be mainly verbal)

Assessors note: Sample answers provided below however student responses may vary. Students' responses in the safety planning record should be completed with all relevant information about Maria's situation, including her presenting issues, support network, communication access, transportation plans, financial situation, and support from Empower Care. The student should ensure accuracy in recording Maria's responses and needs.

CLIENT SAFETY PLANNING RECORD	
Client Details	
Name	Maria
Age	32 years
Presenting issues as identified and prioritised (Approximate word count 15-25 words)	Assessors note: Students answers must be as per the sample answers provided below however the wording may vary. Student inputs clients' issues related to: Maria is facing issues of domestic abuse, control, isolation, manipulation, and fear within her relationship with John.
Plan details and questions to support the plan	Checklist and details to support the plan
If you need to leave your home quickly, where could you go?	To stay with her friend Jenny.
Emergency contact	Jenny 00000
Do you feel comfortable calling the police? And if not, you can call 000 in an emergency or Safe Steps on 1800 015 188	<input type="checkbox"/> Yes <input type="checkbox"/> No
Support network	

<p>Is there someone that you can trust to help you to call the police? If no then you can contact emergency services such as the police by seeking help from neighbours or finding a public phone if available alternatively you can physically go to local support organizations, shelters, or community centers that provide assistance to domestic violence survivors.</p>	<p><input type="checkbox"/>Yes Same as above. <input type="checkbox"/>No</p>
<p>Children or other dependents</p>	
<p>Are there children or any other people in your care that may also need assistance?</p>	<p>No</p>
<p>If yes, what are their needs for support?</p>	
<p>Communication</p>	
<p>Do you have access to a phone and internet? If no then you can contact emergency services such as the police by seeking help from neighbours or finding a public phone if available alternatively you can physically go to local support organizations, shelters, or community centers that provide assistance to domestic violence survivors.</p>	<p><input type="checkbox"/>Yes <input type="checkbox"/>No</p>
<p>Does anyone else have access to your phone or other communication channels? In some cases people can track your location using your phone if they have access. Are you aware of how to keep your device/s secure and not trackable? If answer is No you are required to – inform client about organizations that specialize in digital security and privacy for survivors of domestic violence. These may include</p>	<p>Yes I recently discovered my husband John has installed trackers on my phone and I'm afraid he will track me.</p>

<p>helplines, online guides, and support groups where she can learn more about protecting her devices and staying safe online</p>	
<p>Transport</p>	
<p>How will you get to your safe place to Jenny's place? What options do you have and how secure are they?</p>	<p>I can take a bus from a close by bus station to Jenny's house or she can even come and get me. I will leave when my husband goes out for work. I think it will be safe to do it then because he will be out.</p>
<p>Escape bag – what will you take with you?</p>	
<p>List the essential items you will take briefly explain to the client what an escape bag is - An escape bag, also known as a safety or emergency bag, is a critical resource for individuals experiencing domestic violence. It typically contains essential items that can help them safely leave a dangerous situation or seek refuge such as important documents, phone, clothes, medicines, money, toiletries, house keys etc.</p>	<p>Sample answers are provided however students response may vary based on their priorities of things to carry. However, in general an escape bag contains only very essential items listed below:</p> <p>I will take my phone, wallet, whatever money my husband has left me, some change of clothes, and my toiletries.</p>
<p>Are there any documents (passport, marriage certification, custody papers, insurance documents, etc.) that you think are essential to take? And do you have access to these documents? if she does not know then you should let her know in cases where victims do not have immediate access to these documents, support workers can assist them in obtaining copies or replacements through legal avenues or government agencies.</p>	<p><input type="checkbox"/>Yes <input type="checkbox"/>No</p>
<p>Do you or your children have any specific medications you take on regular basis will you be able to carry this with you immediately or need to arrange for medication to be stored outside of your home in a safe place so that you can have access to it without having to</p>	<p>No</p>

carry it out with you when you leave?	
Finances	
Do you have access to money? If no then can you asks Jenny to provide you with some money	Yes I can manage to get out of the home and go to Jenny's house via public transport. If No- Jenny can provide money
Can you find a job and earn money if needed?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I'm not sure.
Support from Empower Care	
Write three (3) services Empower Care can support the client to get that may be essential in the event of having to leave your current situation. These are services that we can help support you to access.	Sample answers provided below students must include any three (3) services listed below as suitable to client's needs. We can provide referrals to: <ul style="list-style-type: none"> ▪ Emergency Safe housing/shelter ▪ Referral to Counselling service ▪ Financial counselling service ▪ Legal service ▪ Mental health service ▪ Job placement agencies ▪ Police ▪ Court (Magistrates' and Children's Court)
Signatures	
Client signature	[signed by Maria] Date signed <i>[today's date]</i>
Student signature	[signed by Support worker] Date signed <i>[today's date]</i>

- b) You have now referred Maria to one of your colleagues James who works in an employment support services team to work with Maria and guide her on available job options and help her with her resume. However, James informs you that Maria is excessively contacting him outside of scheduled appointments, seeking personal advice and emotional support unrelated to employment. James feels overwhelmed and stressed by Maria's constant messaging and boundary-crossing behaviour and is struggling to provide her with assistance.

Based on the situation above briefly explain three (3) strategies you would prioritize to ensure physical and emotional safety of your colleague in developing a response to the situation. (Approximate word count 100-110 words)

Assessors note: Sample answers provided below however student wording may vary. Student must choose three out of four options below and the response must clearly explain how each chosen strategy contributes to worker safety.

- **Review and Reinforce Boundaries:** You review the organization's policies on client communication and boundary maintenance with James. Emphasize the importance of setting clear limits on contact outside of scheduled appointments. Encourage James to focus on providing effective support within the scope of his professional role.
- **Offer Skill-Building Support:** Provide James with training or resources on assertive communication and boundary-setting techniques to help him navigate challenging client interactions effectively.
- **Establish Support Networks:** Encourage James to reach out to colleagues or peer support groups within the organization for guidance and validation. Having a supportive network can help him process his experiences and develop strategies for managing boundary violations.
- **Implement Communication Protocols:** If Maria's behavior persists despite attempts to address it, you can help James develop a communication plan for setting firm boundaries with Maria and redirecting her to appropriate channels for support.

IX. Collaborate with Maria and in the template provided below discuss and complete the client action plan template below.

- a) Write two (2) goals that the client would like to achieve based on the client needs identified previously.
- b) negotiate and agree to two (2) strategies of intervention before commencing work.
- c) Provide client with information about available services for meeting those needs and goals.
- d) Write one (1) referral to address the clients emotional need with the focus on how the client can benefit from trauma informed counselling as per the client assessment form you have completed previously.

Complete the referral in the template provided below.

Assessors note: Sample answers provided below however student wording may vary. Assessor must ensure the student provides accurate and complete client information. The goal planning section should include clearly stated, realistic, and relevant goals. The strategies for intervention should detail two effective strategies that are well-explained and aligned with the goals. Additionally, the student must provide information about two relevant and accessible services for each goal.

Client Action Planning - Template	
Client Details	
Name	Maria
Age	28
Goal planning	
Agreed goals. (Approximate word count 6 -12 words total)	Goal 1 Accessing safe housing Goal 2 accessing counselling services for emotional support Goal 3 Accessing legal services

<p>Two strategies for intervention (Approximate word count 55-65 words for two interventions total)</p>	<ul style="list-style-type: none"> • Emotional support: Acknowledge her emotions and reassure her that her feelings of loneliness, despondency, and fear are valid and understandable given her circumstances. Let Maria know that you understand her pain and struggles. • Referral: Refer Maria to a counsellor or psychologist who specializes in domestic abuse. Professional counselling can help her process her emotions and develop coping strategies. • Connect Maria with support groups for women experiencing similar situations. This can help her feel less isolated and provide her with a community of support.
<p>Provide information to client of two available services to meet the goals and needs (one service for each goal and need) (Approximate word count 75-85 words for two services total)</p>	<ul style="list-style-type: none"> • Trauma informed Counselling: provide a direct referral to trusted counselling agencies or practitioners specializing in trauma-informed care that provides a safe and supportive space for Maria to process her experiences, express her emotions, and rebuild her sense of self-worth and empowerment. • Legal support: Inform Maria about legal aid services and community legal centres that can provide advice and assistance with legal matters related to domestic violence, such as obtaining protection orders or navigating family law proceedings. • Housing and accommodation options: Explore housing options and emergency accommodation services available to Maria if she decides to leave her partner or needs a safe place to stay temporarily. • Relevant Support Groups for domestic violence survivors, that can assist Maria in safety planning, self-care, and navigating legal and financial resources. • Financial independence: Refer Maria to employment services / job seeker programs where she can get support to build her resume and seek opportunities for employment.

Assessors note: There is one (1) referral provided below to address clients need for trauma informed counselling services. Sample answers are provided within the template students answers must provide a brief description of Maria's eligibility for the services, include comprehensive analysis of Maria's specific need for Trauma informed counselling. It must acknowledge the emotional toll of the abuse she has experienced with an expression of confidence in her ability to overcome these challenges with appropriate support.

Referral form		
REFERRAL	Date:	
Name of Agency or Practice:	ABC counselling services	

Contact Person/s:	ABC(Counsellor)		
Contact Numbers:			
Phone:	N/A	Fax:	N/A
Email:	N/A		
Street Address:	N/A		
Suburb:	N/A		
Post Code:	N/A		
Reason for Referral: (students provide brief description of why you think Anika is eligible for the services)			
<p>Assessors note: Sample answers provided below student's answer must include a comprehensive analysis of Maria's eligibility for specific needs for emotional counselling including trauma informed counselling. Students' response must acknowledge the emotional toll of the abuse she has experienced and expressing confidence in her ability to overcome these challenges with appropriate support.</p>			
<p>Maria, a 28-year-old woman, has been experiencing significant emotional and psychological distress due to the controlling and abusive behaviour of her partner, John, over the past five years. John's actions have progressively isolated Maria from her family and friends, monitored her communications and online activities, and falsely accused her of infidelity, severely impacting her self-esteem and mental health. She feels trapped and fearful, unable to see a way out of her situation. The reason for referring Maria to trauma-informed counselling is to address the profound emotional trauma she has endured, rebuild her self-esteem, and help her develop healthy coping mechanisms. Trauma-informed counselling can provide Maria with the emotional healing she needs, teach her effective stress reduction techniques, and empower her to make informed decisions about her life. It will also assist her in reconnecting safely with her support network, improving her communication skills, and developing a comprehensive safety plan. Ultimately, this counselling will help Maria regain control of her life, foster resilience, and guide her towards a healthier and more independent future.</p>			
Business Hours days/ times:			
Signed:		Date:	
Consent for information sharing referral:			
<p>I(name of client) consent to the collection, use and sharing of my personal information under Part 5A of the Family Violence Protection Act 2008. I understand that my information may be shared without consent if there is a serious threat to myself or another individual's life, health, safety or welfare.</p> <p>I also understand that my information may be shared without consent if it is relevant for assessing or managing risks to a child victim survivor of family violence, or to promote the safety or wellbeing of a child or young person. (Note where your information may be shared without your consent, we will endeavour to consult with you on your views and inform you if this occurs).</p>			

Client signature (add name)	<i>[signed by]</i>	Date signed	
Referees signature	<i>[signed by student]</i>	Date signed	
Referees name and title	<i>Student name and job title</i>		

Observation Checklist		
<i>(tick the tasks completed)</i>		
Assessor Observation:	Satisfactory (s)/Non-Satisfactory (NS)	Assessor Comments:
I. Did the student: ensured both themselves and client sit in a well-lit, quiet area where they will not be disturbed during the role play.	<input type="checkbox"/> S <input type="checkbox"/> NS	
ensured to check the audio, video, and internet connection to prevent technical issues during the assessment.	<input type="checkbox"/> S <input type="checkbox"/> NS	
ensured at the start of the online session, to obtain verbal consent of the other participant in the role play and record it.	<input type="checkbox"/> S <input type="checkbox"/> NS	
ii. Did the student: Used appropriate interpersonal Skills e.g. introduced themselves warmly and professionally to the client, maintained eye contact, showed empathy through verbal and non-verbal cues.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Used effective communication strategies e.g. used active listening skills, speak clearly and at an appropriate pace, asks open-ended questions, used appropriate body language	<input type="checkbox"/> S <input type="checkbox"/> NS	
Build rapport fostering client confidence, demonstrated trustworthiness, provided positive reinforcement to the client.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Read the Empower Care handbook and explained services clearly to the client, tailored to client's needs.	<input type="checkbox"/> S <input type="checkbox"/> NS	

ensured complete, accurate, relevant exchange of information by sharing relevant information, encouraging client to ask questions if they need further clarification.	<input type="checkbox"/> S <input type="checkbox"/> NS	
iii Did the student: Refer to the relevant section of the Empower Care handbook and sourced the correct information on rights and responsibilities.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Explain two (2) of client responsibilities for example explain the client's responsibility to provide accurate information, to follow the agreed care plan etc.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Explain two (2) of client rights for example clients right to privacy and to receive respectful care etc	<input type="checkbox"/> S <input type="checkbox"/> NS	
Explain two (2) support worker rights for example the right to a safe working environment, the right to professional development etc.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Explain two (2) of Support Worker Responsibilities for example Explain the responsibility to provide competent care explains the responsibility to respect client's rights.	<input type="checkbox"/> S <input type="checkbox"/> NS	
iv Did the student: show recognition and sensitivity to client's needs and Maria's needs and preferences.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Address one (1) individual difference for eg recognize specific needs or concerns of family members, implement strategies to address family concerns	<input type="checkbox"/> S <input type="checkbox"/> NS	
In terms of ethical considerations respect Maria's right to make her own decisions and demonstrated non-discriminatory behaviour.	<input type="checkbox"/> S <input type="checkbox"/> NS	
v. Did the student: Based on the information gathered in previous tasks accurately assess complexity of the situation, correctly determine the urgency of needs, and	<input type="checkbox"/> S <input type="checkbox"/> NS	

accurately determine eligibility for services for Maria.		
identify and prioritise urgent and essential services.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Complete client assessment report, ensuring all sections are accurately completed with clear and detailed descriptions.	<input type="checkbox"/> S <input type="checkbox"/> NS	
vi. Did the student: Accurately identified two (2) indicators of risks or threats for Maria based on given situation.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Developed an appropriate response to the two (2) risk or threat identified.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Clearly communicated identified risks and responses to the client.	<input type="checkbox"/> S <input type="checkbox"/> NS	
vii. Did the student: Refer to the Empower Care Community Organisation handbook and locate relevant section on support worker and organisation limitations.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Accurately identified one (1) a specific limitation as a support worker clearly explains how this limitation affects addressing needs of the client.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Accurately Identified one (1) of Organizational limitation and clearly explain how this limitation affects addressing needs.	<input type="checkbox"/> S <input type="checkbox"/> NS	
viii. Did the student: Complete the two parts related to creating a safety plan in collaboration with the client and address the emotional impact on workers providing support to the client.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Part A: Create Client Safety plan actively engaged Maria in the safety planning process and identified physical safety risks and appropriate measures to mitigate them.	<input type="checkbox"/> S <input type="checkbox"/> NS	

Applying risk management procedures by identifying and responding to clients' indicators of risk or threats to safety.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Applying organizations standards procedures for safety planning for the clients by completing documentation accurately in collaboration with the client	<input type="checkbox"/> S <input type="checkbox"/> NS	
Following the referral policies and procedures providing referrals to services that comply with relevant legal and regulatory requirements.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Applied organizations standards and procedures for mandatory reporting and completing all relevant documentation e.g. templates accurately.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Comply with legal and statutory by complying with confidentiality and privacy laws during interactions and ensuring informed consent is obtained and documented	<input type="checkbox"/> S <input type="checkbox"/> NS	
Comply with legal and statutory requirements by suggesting strategies compliant with workplace health and safety (WHS) regulations to address the emotional and physical wellbeing of workers safety.	<input type="checkbox"/> S <input type="checkbox"/> NS	
xi. Did the student complete all questions associated with this role play accurately and within the word limit	<input type="checkbox"/> S <input type="checkbox"/> NS	

End of role play 3 – Submission.

Assessors note: Student must complete all the tasks including the templates, questions and forms and submit it for marking along with the video recording.

Role play 4 - instructions

Identify and participate in support processes for workers exposed to domestic and family violence.

IMPORTANT: This is a role play simulation only. Please ensure the privacy and dignity of your participants are respected.

This is role play 3. To carry out this role play you will need three (3) participants including yourself as per below.

- Participant A: Harry J - Support Worker – Student (Yourself)
- Participant B: Amber (Receptionists at Empower Care Organisation) First responder.
- Participant C: John (Crisis helpline Operator)

Role Play Scenario:

You (Harry J) work as a support worker at Empower Care organisation, you have been assigned to provide support to two of your colleagues Amber and John they both have recently joined the Empower Care Organisation. Amber works as a receptionist and is a first responder to clients experiencing domestic and family violence and John is a crisis helpline operator who would usually receive distressing calls from victims of domestic violence. You have noticed in teams meeting that both Amber and John have been showing signs of distress and on some of the occasions they have missed the teams meeting. In a recently held team meeting you asks them to share their experience on supporting the clients with DFV to which Amber responds saying that she often struggles to know what to say or how to offer assistance, fearing she might say the wrong thing or inadvertently put the caller at risk and due to this she feels quite distressed and does not know what to do John also identifies with Amber as having the same issues.

Please note you will be marked by you assessor based on the techniques you have used during the role play along with completing all tasks requirements.

Role-play participant B (Receptionists) Amber brief:

Participant B (Person with mild depression) Instructions: you are Amber, a receptionist at Empower Care organization. You are responsible for being the first point of contact for clients experiencing domestic and family violence (DFV). Recently, you've been feeling overwhelmed and distressed in your role, unsure of how to effectively assist callers in crisis. During the role play you are required to display physical cues of distress, verbalize your concerns about saying the wrong thing or inadvertently putting the caller at risk. Express your fear of making mistakes or providing inadequate assistance, express your need for support and guidance from colleagues or supervisors.

Please note you student playing the role of Amber will not be marked on this assessment.

Role -play participant C (Crisis Helpline Operator) John Brief: you are playing the role of John, a crisis helpline operator at Empower Care organization. Your primary responsibility is to receive distressing calls from victims of domestic violence and provide them with emotional support, guidance, and resources. During role play interactions, display physical signs of stress Share concerns about saying the wrong thing or inadvertently putting the caller at risk during team discussions, highlighting your anxiety and uncertainty about your role.

Please note you student playing the role of John will not be marked on this assessment

Note: for this assessment the assessor will be marking the student (Participant A) not the person playing the supporting role.

The role play must include at least three (3) participants including yourself and must be between 35-40 **minutes in duration** and must address all requirements listed under Key Observation Criteria.

Participant information

During the role play, you will demonstrate your skills in interacting with at least one other person. Participants in your role play may be:

- friends or family members; or
- Fellow student/s who will play the role of a team member.

Option 1: Friend/s or family member/s

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student/s participant

Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

Fellow student/s participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity with the 'Key Observation Criteria' so that they can prepare for the recording.

Student/s will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the Observation Checklist below that will be completed by the Assessor, based on your performance in the video recording.

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.

Consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my

Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

Role play 4

Student Instructions

In this task you are required to:

Identify and participate in support processes for workers affected by domestic and family violence:

- I. Have an open conversation with Amber and John to understand their needs and identify the issues they are facing when supporting clients.

Write two (2) signs you identified that John and Amber might be experiencing distress as a result of their involvement with domestic and family violence cases?
(Approximate word count 7-12 words total)

Assessors note: Sample answers provided below student's responses must include options from below students responses students responses should provide Clear indication of the sign related to distress resulting from involvement with domestic and family violence cases.

Signs include:

- changes in behavior or mood.
- increased absenteeism from work, meetings or tardiness
- difficulty concentrating,
- avoiding direct eye contact.
- nervousness and tension/fear

- II. Provide Emotional Support: offer empathetic listening and reassurance to Amber and John, acknowledging their concerns and validating their feelings of distress.
- III. Based on the needs identified above for John and Amber support their needs by participating and conducting role-playing exercise with both John and Amber to simulate phone calls from domestic violence victims and practice responding effectively.
 - Harry J -Your role is to clearly explain the purpose of the role play to John and Amber and their respective roles and observe both John and Amber as they do the role play and conduct a debriefing session at the end and provide constructive feedback to John and Amber and discuss strengths and two areas of improvement for each one of them.
 - Set up the scenario – Amber playing role of victim with domestic and family violence and seeking support. John playing the role of person receiving her call on the help line. Provide background information on the caller's situation, such as experiencing verbal abuse and threats from their partner.

John: begins the role play by simulating answering the call, adopting the physicality and vocal expression of a distressed crisis helpline operator. John actively listens to the simulated caller's distress, John offers emotional support and reassurance to the caller, John collaborates with the caller to develop strategies for seeking help and accessing emergency assistance if necessary.

Role Reversal:

Set up the scenario – It is now John playing role of victim with domestic and family violence and seeking support and Amber playing the role of person receiving her call as a first responder. Provide background information on the caller's situation, such as experiencing verbal abuse and threats from their partner.

Amber: begins the role play by simulating answering the call, listens attentively to the caller's concerns, provide reassurance and comfort to the distressed caller, reassuring them that they are not alone, and that help is available, provides information about available services and support options.

IV. After the role play, Harry J(student) you facilitate a debriefing session with John and Amber and provide feedback:

Based on the performance you are required to:

- Provide constructive feedback to both John and Amber based on their performance in the simulated call.
- Highlight two strengths and two areas for improvement for each person.
- Ensure feedback is clear, specific, and supportive.

Complete the below.

Assessors note: Sample answers provided below however students wording may vary. Students answers below must include both strengths and areas for improvement with detailed explanations. Student feedback should be clear, specific, and actionable. The feedback should be directly related to the performance observed in the role play. Feedback should be constructive, aiming to encourage improvement while acknowledging strengths.

**John's Strengths: (List and describe briefly two (2) strengths of John)
(Approximate word count 45-55 words total)**

1. **Active Listening:** John demonstrates strong active listening skills by attentively listening to the caller's distress and validating their emotions.
2. **Providing Emotional Support:** John offers emotional support and reassurance to the caller, acknowledging their bravery for reaching out and reassuring them of their safety.
3. **Collaborative Problem-solving:** John collaborates with the caller to develop strategies for seeking help and accessing emergency assistance if necessary, empowering the caller to take proactive steps towards safety.

**Areas of Improvement for John: (List and describe briefly two (2) areas of improvement for John)
(Approximate word count 60-75 words in total)**

1. **Assertiveness:** John could improve his assertiveness in guiding the caller towards specific actions or resources, ensuring they receive the support they need in a timely manner.

2. **Safety Planning:** While John mentions developing strategies for seeking help and accessing emergency assistance, he could delve deeper into safety planning and provide more detailed guidance on creating a safety plan tailored to the caller's situation.
3. **Communication skills:** John could improve on his tone of voice, ensuring it remains calm, empathetic, and reassuring throughout the call. A soothing and supportive tone can help alleviate the caller's distress and create a safe environment for them to open up.

Amber's Strengths: (List and describe briefly two (2) strengths of Amber)
(Approximate word count 45-55 words in total)

1. **Reassurance and Comfort:** Amber provides reassurance and comfort to the distressed caller, reassuring them that they are not alone, and that help is available.
2. **Information Provision:** Amber offers information about available services, resources, and support options, helping the caller make informed decisions about seeking assistance.
3. **Maintaining Professionalism:** Amber maintains a calm and professional demeanour throughout the call, creating a supportive atmosphere for the caller to express themselves.

Areas of Improvement for Amber (List and describe briefly two (2) areas of improvement for Amber)
(Approximate word count 40-60 words in total)

1. **Active Listening Skills:** While Amber listens attentively to the caller's concerns, she could further enhance her active listening skills by incorporating more reflective listening techniques and validating the caller's emotions.
2. **Empowerment:** Amber could focus on empowering the caller to take action and make decisions about their situation by providing more specific guidance and support.
3. **Communication technique:** as tone of voice, clarity of information provided, and proactive support strategies.

- Discuss about Training and Education needs and let them know how these sessions could help them in developing effective communication strategies, active listening skills, and handle difficult situations and empower Amber and John in their roles.

Observation Checklist		
<i>(tick the tasks completed)</i>		
Assessor Observation:	Satisfactory (s)/Non-Satisfactory (NS)	Assessor Comments:
i. Did the student: Have an open conversation with Amber and John to understand their needs and identify the issues they are facing when supporting the clients	<input type="checkbox"/> S <input type="checkbox"/> NS	
Engaged in a supportive and empathetic dialogue with Amber and John to	<input type="checkbox"/> S <input type="checkbox"/> NS	

encourage open sharing of experiences and concerns		
Actively listened to their perspectives and validated their feelings to create a safe space for discussion.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Asked probing questions to gain deeper insights into the challenges they face when supporting clients experiencing domestic and family violence.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Demonstrated sensitivity and professionalism in handling potentially sensitive topics and emotions expressed by Amber and John	<input type="checkbox"/> S <input type="checkbox"/> NS	
ii. Did the student: offer empathetic listening and reassurance to Amber and John, acknowledging their concerns and validating their feelings of distress	<input type="checkbox"/> S <input type="checkbox"/> NS	
Encouraged Amber and John to express their emotions and concerns openly without judgment or interruption.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Used affirming language to acknowledge the importance of their roles and the strength demonstrated in seeking support.	<input type="checkbox"/> S <input type="checkbox"/> NS	
iii. Did the student: conduct a role play session with coworkers John and Amber and completed the following:	<input type="checkbox"/> S <input type="checkbox"/> NS	
Provided background information on the scenario, emphasizing the importance of practicing effective response strategies.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Explained the roles of both John and Amber, including their respective responsibilities and objectives during the role-play exercise.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Observed John's response as the crisis helpline operator and Amber's response as the first responder to the distressed caller.	<input type="checkbox"/> S <input type="checkbox"/> NS	
iv. Did the student: Conduct a debrief session and discuss training needs.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Facilitated an open and constructive discussion with John and Amber about their performance.	<input type="checkbox"/> S <input type="checkbox"/> NS	

Identified strengths demonstrated by John and Amber during the role-play exercise.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Identified two areas of improvement for each participant.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Provided recommendations for future training or development opportunities to further support John and Amber in their roles	<input type="checkbox"/> S <input type="checkbox"/> NS	
Complete all the questions related to this role play accurately and within the word limit.	<input type="checkbox"/> S <input type="checkbox"/> NS	

End of role play 4 – Submission.

Assessors note: Student must complete all the tasks including the templates, questions and forms and submit it for marking along with the video recording.

Reflective Questions Tasks

This is the question answer section which requires you to reflect on your role plays you completed and answer the following questions below. You must complete all the questions.

Once you have completed the answers save this document and submit it for marking by your assessor.

1.	<p>Briefly explain how did you adopt work practices that reflected the values and philosophies of empowerment, safety and confidentiality in domestic violence work throughout your interactions with Dianne? (150-165 words)</p> <p>Assessors note: Sample answers provided below however student wording may vary. Students' answers must provide a comprehensive explanation of how the values of empowerment, safety, and confidentiality were incorporated into work practices in interactions with Dianne.</p> <p>Empowerment: I provided Dianne with information about available options and resources, such as counselling, support groups, and legal aid, allowing her to make informed decisions for herself and her children. I respected her autonomy and supported her choices without pressuring her to take any specific course of action.</p> <p>Safety: I prioritized the safety of Dianne and her children by discussing safety planning strategies with her, such as safe places she can go in case of an emergency and how to safely communicate with us or other support services. I also provided her with information on local shelters and emergency contacts.</p> <p>Confidentiality: I ensured that all of Dianne's information and our discussions are kept private and secure. I explained to her the importance of confidentiality and how it allows her to speak openly and honestly about her situation. I informed her if there is a need to involve other professionals, I will seek her consent before sharing any information.</p>
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2.	<p>When planning work practices briefly explain how did you incorporate the philosophy of person-centered care and trauma informed care in your work practices throughout your interactions with Anika? (Approximate word count 130-150 words each)</p> <p>Assessors note: Sample answers provided below however student wording may vary. Students' answers must provide a comprehensive explanation of how the philosophy of person-centered care and trauma-informed care were incorporated into interactions with Anika in their work practices.</p> <p>Person-Centered Care: When working with Anika I incorporated person-centered care by respecting and valuing her as an individual with unique needs and preferences. I actively listened to Anika, validated her feelings of loneliness and despondency, and demonstrated cultural sensitivity to her South Indian background. I empowered Anika to make her own decisions by providing information about her rights and available resources. Recognizing her qualifications as a nurse, I discussed potential pathways for re-entering the workforce and addressed her emotional needs by offering a safe space for her to express herself. I encouraged Anika to stay in touch with supportive individuals like her aunt Molly and helped her build a social network. Additionally, I developed a personalized care plan with Anika, set goals that reflected her aspirations, and created a safety plan in case she decided to leave her husband.</p> <p>Trauma-Informed Care: incorporating trauma-informed care, I understood the impact of trauma on Anika's life and created an environment that promoted healing and empowerment. I established a safe, non-judgmental, and confidential space for Anika to share her experiences. I built trust through consistency, reliability, and transparency in communication, helping to create a trusting relationship. I explained the support services available, and the steps involved, ensuring that Anika understood and agreed with any actions taken. I collaborated with Anika in all decisions about her care, respected her autonomy, and provided her with information about her rights, financial resources, and legal options, empowering her to make informed decisions. By being culturally aware and sensitive to gender dynamics, and addressing the power imbalances in her relationship, I provided appropriate and respectful support. I maintained open lines of communication, embodying trauma-informed care for Anika.</p>
3.	<p>Briefly explain five (5) strategies you used to plan work practices that supported clients and your safety and wellbeing during the role plays? (130-150 words total)</p> <p>Assessors note: Sample answers provided below however student wording may vary. Students must select five (5) out of seven (7) options provided below and provide a brief on how they used the selected strategies to plan work practices.</p> <ol style="list-style-type: none"> 1. Conducting thorough risk assessments: I assessed the potential risks and safety concerns associated with each client's situation, allowing me to tailor my approach accordingly. 2. Establishing clear boundaries: I maintained professional boundaries to ensure my own safety and wellbeing while also respecting the autonomy of the clients. 3. Clear and empathetic communication: I ensured open and honest communication with the clients, fostering a supportive and trusting relationship while respecting their autonomy and confidentiality.

	<p>4. Clear and concise information sharing: I provided clear and understandable information about available support services, referrals, and next steps, ensuring clients were informed and empowered to make decisions.</p> <p>5. Collaborative goal setting: I engaged clients in collaborative goal-setting discussions, allowing them to take ownership of their journey towards safety and wellbeing while also considering their preferences and priorities.</p> <p>6. Prompt referrals: When necessary, I promptly referred clients to specialized services or external agencies, ensuring they received the appropriate support and resources tailored to their needs.</p> <p>7. Continuously evaluating and adapting I regularly reviewed and adjusted my strategies based on feedback and reflections, ensuring ongoing effectiveness and alignment with best practices.</p>
4.	<p>List and explain five (5) common organizational standards and procedures you applied when providing support services to the clients? (approximate word count 220-250 words in total)</p> <p>Assessors note: Sample answers provided below student's responses must align to the sample answers however wording may vary. Students' response must accurately explain the standards and procedures and how it is relevant to providing support services in domestic and family violence cases. Students' response must cover five (5) standards and procedures comprehensively out of eight (8) options provided below.</p> <p>1. Confidentiality and Privacy</p> <ul style="list-style-type: none"> • Standard: Maintain the confidentiality and privacy of all client information. • Procedure: Ensured to take client consent before commencing the role play. Informed the clients that all personal and sensitive information are only shared with authorized personnel or agencies when necessary and with the client's consent. Followed organisation policies and procedures to always maintain client confidentiality. <p>2. Client Assessment and Safety Planning</p> <ul style="list-style-type: none"> • Standard: Develop and implement safety plans tailored to the specific needs of each client. • Procedure: Conducted thorough risk assessments to understand the level of danger and immediate threats for the client. Collaborated with clients to create personalized safety plans, which included details of emergency contacts, safe places to go, and strategies to protect themselves and their children where applicable. <p>3. Allocation of services</p> <ul style="list-style-type: none"> • Standard: Provide services that are respectful, non-judgmental, and empower clients. • Procedure: Listened actively to clients facing the issues, validated their experiences, and respected their decisions. Offered information and options, allowing clients to make informed choices about their next steps. Tailored support services to meet the unique needs and preferences of each client. <p>4. Interview</p>

	<ul style="list-style-type: none"> • Standard: conducted interviews within legal and privacy frameworks, respecting clients' autonomy and confidentiality and provide information in accessible formats and languages to ensure clients understand their rights, options, and available services. • Procedure: Created a safe and non-threatening environment when conducting interviews, used trauma-informed approaches to ensure clients feel secure and respected. Validated clients' experiences and emotions for building trust and empathy, allowing them to share their stories without fear of judgment. Conducted the interviews with sensitivity and empathy, acknowledging the impact of trauma and providing the necessary support. <p>5. Documentation</p> <ul style="list-style-type: none"> • Standard: Accurately document all interactions, assessments, and actions taken. • Procedure: Maintained detailed records of all client interactions, risk assessments, safety plans, referrals, and follow-ups. Ensured that the documents completed were factual, clear, and timely, ensuring it can be used to support the client's case if needed. <p>6. Case Management</p> <ul style="list-style-type: none"> • Standard: Provide immediate support and intervention in crisis situations. • Procedure: Provided immediate emotional support to the clients, completed assessments for clients to access emergency accommodations, and seek legal aid and access emergency services if required. <p>7. Referrals and Collaboration</p> <ul style="list-style-type: none"> • Standard: Facilitate access to a broad range of services through referrals and partnerships. • Procedure: Provided clients with referrals and assist them in accessing these services. and get connected with referred services so there needs and preferences could be met appropriately and in a professional manner. <p>8. Programmed intervention:</p> <ul style="list-style-type: none"> • Standard: Implementing comprehensive and culturally sensitive DFV intervention programs is essential to address the diverse needs of survivors and their families. Ensured adherence to evidence-based practices involved in regular training and professional development for staff involved in DFV intervention. • Procedure: offer a variety of therapeutic modalities tailored to their specific needs. Incorporating evidence-based interventions.
5.	<p>During the role play how did you ensure compliance with legislative and statutory requirements while assisting clients? (approximate word count 50-60 words)</p> <p>Assessors note: Sample answers provided below student's responses must align to the sample answers however wording may vary.</p> <p>I ensured compliance by informing clients about their rights and responsibilities as per the applicable laws and informed them about my rights and responsibility as a support worker in line with relevant laws and regulations, following organizational policies and procedures, documenting all care provided, obtaining informed consent, and respecting the client's rights.</p>

	<p>Additionally, writing referrals recommending clients to service provider who can better address their specific needs or concerns to ensure adherence to legal and ethical standards.</p>
6.	<p>Briefly describe how you used the following interpersonal skills with the client Maria during the role play? (450-500 words)</p> <p>Assessors note: Sample answers provided below student's responses must align to the sample answers however wording may vary. While students' wording may vary, their responses should reflect a clear understanding of the use of questioning techniques, active listening, and rapport-building techniques in the context of supporting Maria. Ensure that they provide one example for each skill, demonstrating how they have applied these interpersonal skills effectively during the role play.</p> <p>Questioning technique (provide three questioning techniques you used include an example for each technique): During the role play I used a variety of questioning techniques such as I used open ended questions with Maria Example: "Can you tell me more about what brought you here today?" to encourage Maria to share her experiences and feelings in her own words, providing a fuller picture of her situation, then I used some clarifying questions Example: "You mentioned that your husband is very controlling in nature. Can you give me some examples of what he says?" to gain a clearer understanding of specific behaviours and the impact they have on Maria, then I used probing questions Example: "What are your main concerns for your safety right now?" To delve deeper into Maria's primary worries and priorities, helping to tailor the support offered to her needs.</p> <p>Active listening (provide three active listening techniques you used include an example for each technique): During our conversation I used nonverbal cues such as nodding and also verbal affirmations: Example: using verbal cues like "I understand," "That sounds difficult," to show Maria that she is being heard and to encourage her to continue sharing her story. I used paraphrasing: Example: "So, you're saying that the abuse has escalated to you now being cut off and unable to communicate with family and friends?" to confirm understanding of Maria's situation and to show that her words are being taken seriously. I also used reflective listening: Example: "It sounds like you're feeling trapped and uncertain about what steps to take next." to validate Maria's feelings and encourage her to express more about her emotional state. I then used the summarizing technique example: "To summarize, you're feeling afraid for yourself, and you want to find ways to protect yourself and seek support. Is that right?" to wrap up her key points, ensuring clarity and mutual understanding.</p> <p>Rapport building (provide three techniques for rapport building you used include an example for each technique you used): At the beginning of our conversation and for establishing trust: I started the conversation for Example: "I'm here to help you, and everything you share with me is confidential unless you are at risk of immediate harm." to create a safe and trusting environment where Maria feels comfortable sharing sensitive information. During our conversation I showed Empathy: Example: "It must be incredibly tough to deal with this situation, especially when you are unable to contact your friends or family." to show genuine concern for Maria 's well-being and to build a connection based on understanding and compassion. I was always Being Non-Judgmental: Example: "It's understandable that you are unsure of what to do next. We can explore ways to keep you safe." to respect Maria's decisions and circumstances, ensuring she does not feel judged or pressured. I provided Consistent Support: Example: "Remember, you can always come back here if you need more support or</p>

	just someone to talk to." to assure Maria that support is ongoing and she is not alone in her journey, fostering a sense of security and reliability.
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Assessment checklist:

Students must have completed all tasks within this assessment before submitting. This includes:

Role Play 1		
1	Completed the tasks requirements	<input type="checkbox"/>
Role Play 2		
1	Completed All tasks requirements	<input type="checkbox"/>
Role Play 3		
1	Completed All tasks requirements	<input type="checkbox"/>
Role Play 4		
1	Completed all tasks requirement	<input type="checkbox"/>
Reflective Questions Tasks		
1	Completed all questions	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 2!

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