



WORKFORCE CAPABILITY FRAMEWORK

**Domain 1: Understanding the nature,
drivers, and context of domestic,
family and sexual violence and trauma**



**Domestic, Family and
Sexual Violence and Women's
Health and Wellbeing Sector**



WorkUP
QUEENSLAND



Understanding the nature, drivers, and context of domestic, family and sexual violence and trauma



An understanding of the dynamics and drivers of gender, power, control, and race – coupled with an intersectional lens – is necessary to underpin and frame effective responses.

This lens acknowledges that when different aspects of identity such as gender, class, ethnicity, cultural background, religion, disability, and sexual orientation intersect, people face a heightened risk of violence and discrimination.

Being aware of the three tiers of prevention and intervention helps workers to appreciate the continuum of responses required to not only respond but also prevent violence from occurring in the first place.

Within an operating context, relevant legislation, standards, guidelines, and organisational policies and processes are designed to support safe and quality services. Workers need to be able to balance these requirements as part of their practice.



DOMAIN 1

There are three supporting capabilities required within this domain:

1.1 Understands gendered, historical context, and intersectionality

A sound knowledge of gendered and historical context and how these are reinforced by patriarchal and traditional societal structures and systems helps to place people's experiences within a broader context.

All aspects of people's lives are impacted by trauma: its cumulative and compounding nature has long-lasting and intergenerational impacts on people and communities.

With this underpinning knowledge, workers draw from human rights and social justice frameworks to deliver an integrated and inclusive approach for all people.

1.2 Understands both prevention and recovery as parts of the continuum

Domestic, family and sexual violence is preventable and stopping it from occurring in the first place should be the goal of all who work in this space.

Understanding the tiers of prevention – primary, secondary, and tertiary – helps workers to appreciate the continuum of action and responses, including recovery and wellbeing, required to facilitate a multitiered approach.

1.3 Understands requirements and commitments organisations work under

A deep understanding of the requirements and commitments that govern the work that organisations do is needed.

Considering the practical impacts of legislation, standards, and guidelines on how people undertake their roles is critical to effective practice and performance.

Alongside this, organisations need to have appropriate processes, systems, and policies in place that activate these requirements on a day-to-day basis.





DOMAIN 1

...it's about having an awareness of how gender impacts all of us and being able to use this lens in our work

1.1 Understands gendered, historical context and intersectionality

ALLIED SUPPORT

- > Is aware that violence is gender-based, with women experiencing the highest rates of violence.
- > Appreciates that violence can be physical or non-physical and is about holding power and control over another person.
- > Knows that violence results in trauma, which impacts people's lives in many ways, including how they present to services.
- > Can articulate the basic drivers and nature of violence within informal settings to contribute to increased community awareness and understanding.
- > Applies principles of respect, justice, access, and equity in contact with others.
- > Recognises that processes that improve workflow may have negative impacts for clients and is able to prioritise the client experience over efficient systems.

PRACTITIONER

- > Has a working knowledge of gendered and racial drivers of violence and how these are driven by racist and patriarchal systems.
- > Understands the correlation between intersectionality and risk of violence and additional challenges to seeking help.
- > Can recognise the wide range of behaviours used to establish power, diminish a person's autonomy, and constitute violence such as financial control, technology facilitated abuse and systems abuse.
- > Understands the nature and impacts of coercive control as a pattern of behaviour and how this impacts help seeking.
- > Understands that sexual violence occurs across many contexts and relationships within and outside the sphere of domestic and family violence, and can appreciate the different nuances, concepts, and impacts on individuals and society.
- > Understands the cumulative and compounding nature of trauma and draws from a range of practice and theoretical frameworks to respond, including social justice and human rights.

ADVANCED PRACTITIONER

- > Can reflect on practice and consider responses through a diverse lens, seeking resources and supports to guide practice specifically in response to clients with diverse backgrounds, experiences, and needs.
- > Has highly developed understanding of the range of behaviours associated with violence, including hidden and covert, and guides others in being alert to these signs.
- > Has an advanced understanding of the cumulative, compounding, and complex impacts of trauma and how these impacts manifest in the choices people make.
- > Highly developed knowledge of sexual violence concepts and the impacts on disclosure and educates others.
- > Has an advanced knowledge of relevant theoretical models, frameworks, and underpinning knowledge and provides guidance to staff on how to drive best practice approaches.
- > Can develop responses that empower client's autonomy in understanding and responding to risk.

LEADER

- > Has a sophisticated knowledge of the nuances, challenges, and complexities that lead to violence against women and leads the organisation with intersectional feminist principles.
- > Has a superior understanding of intersectionality and systematic inequity and challenges and advocates for system change internally and externally.
- > Has a sophisticated understanding of trauma and its impacts at the worker, client, family, community, and society level and what this means for leading an organisation that responds in this space.
- > Creates a culture of learning to ensure that staff receive the support and development required to stay at the forefront and continue to build their knowledge base.
- > Uses expertise and experience to cultivate a strong and healthy practice environment underpinned by relevant theoretical and practice models, frameworks, and knowledge
- > Challenges systems and services, internal and external, to deliver trauma-aware, healing-informed systems and processes.





DOMAIN 1

1.2 Understands both prevention and recovery as parts of the continuum

ALLIED SUPPORT

- > Understands that violence is preventable and stopping it from occurring in the first place is the goal of all.
- > Able to prioritise, plan, and ensure smooth logistical arrangements for a range of prevention activities, engagements and referrals, as appropriate to role.
- > Recognises, responds, and challenges explicit and implicit drivers of gendered violence.

PRACTITIONER

- > Understands the primary, secondary, and tertiary continuum and where and how your work fits into this.
- > A proactive and preventative approach is an aspect of work even when operating in tertiary crisis-led environments.
- > Participates in community education and awareness activities (as relevant to role) as part of preventing violence before it starts.
- > Understands the importance of supporting children impacted by violence as part of preventing further violence.
- > Recognises, responds, and challenges explicit and implicit drivers of gendered violence.

ADVANCED PRACTITIONER

- > Has a sophisticated understanding of the continuum of responses and is able to connect the different parts of the system and responses taken within it.
- > Participates as appropriate in relevant engagement and advocacy opportunities, such as Domestic and Family Violence Prevention Month and or Queensland Women's Week.
- > Understands the importance of supporting, encouraging, and responding to children particularly when there is increased risk of aggressive behaviour and violence.
- > Understands how prevention work connects to stopping violence and can articulate this to others including fellow practitioners and the community.
- > Facilitates safe, reflective, conversations with colleagues in response to explicit and implicit drivers of gendered violence.

LEADER

- > Participates in media and other advocacy opportunities, and is able to clearly articulate and advocate for the importance of prevention.
- > Encourages a whole-of-community approach to drive social and cultural change across a wide range of settings.
- > Contributes to partnerships across different settings such as school, communities, and social groups to help raise awareness of trauma and how to prevent violence.
- > Confidently leads and models early recognition and responses to explicit and implicit drivers of gendered violence in all interactions.

Need to be able to work in crisis but not be in crisis.





DOMAIN 1

1.3 Understands requirements and commitments organisations work under

ALLIED SUPPORT

- > Knows that there is legislation and standards that protect and support people experiencing violence and trauma, and is able to access it if required.
- > Understands the impacts of legislation and standards on role, particularly in respect to areas such as disclosure, confidentiality and information sharing.
- > Understands and works within organisational policies and procedures as they relate to the scope of role and responsibilities.

PRACTITIONER

- > Has a working knowledge of the Domestic and Family Violence Protection Act 2012 and other relevant legislation, guidelines, schemes, and standards.
- > Aligns own practice to legislation and standards and can apply with discretion in areas of privacy and confidentiality, reporting, and information sharing.
- > Has a strong understanding of organisational policies and procedures and what they mean for own practice.
- > Participates in the development of organisational systems and processes.

Workers need a keen sense of social justice mixed with a finely tuned understanding of trauma with rapport and engagement skills.

ADVANCED PRACTITIONER

- > Has an advanced knowledge of relevant legislation, standards, and guidelines which programs and people need to respect and work within.
- > Mentors team members in areas of legislation, standards, and guidelines relevant to the context of practice.
- > Highly developed understanding of the impacts of legislation and guidelines on everyday practice for self and others, and informs systems and processes to support and comply.
- > Works collaboratively to inform and develop organisational systems and processes that align to relevant legislation, funding guidelines, and requirements and drive safe and quality practice.

LEADER

- > Has a sophisticated knowledge of relevant legislation, guidelines, and standards and provides guidance to staff on complex matters related to legislation.
- > Leads the development and ongoing management of organisational systems and policies that ensure compliance with required legislation, standards, and funding requirements.
- > Drives organisational performance and operations that comply with the Human Services Quality Framework and the Domestic and Family Violence Regulatory Framework as relevant.
- > Actively leads the establishment and regular review of policies and practices to ensure compliance with legislation and drives ongoing improvement practices and processes.
- > Can develop systems and processes that meet governance and remain anchored in trauma-aware, healing-informed responses.

