



Australian Government

Department of Education, Employment and Workplace Relations

CHCDFV404C Promote community awareness of domestic and family violence

Release: 1

CHCDFV404C Promote community awareness of domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to identify gaps in existing information, services and resources and to promote community awareness of domestic and family violence issues which will enable the community to work towards the prevention of domestic and family violence

Application of the Unit

Application

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify information, resource and service requirements

- 1.1 Employ appropriate *evaluation methods* to evaluate domestic violence *information, resources and services* available in the *community*
- 1.2 Review relevance of existing *community activities* and materials based on changing community needs and organisation philosophy
- 1.3 Accurately identify gaps and inadequacies in existing information, resources and services in accordance with *organisation standards and procedures*
- 1.4 Undertake research to ensure that information reflects the *underpinning values and philosophies* of domestic violence including a domestic violence prevention focus

ELEMENT**PERFORMANCE CRITERIA****2. Support community participation**

- 2.1 Support community participation in line with organisation standards and procedures
- 2.2 Use appropriate *interpersonal and networking skills* to enlist support from *key people and groups* influencing community values
- 2.3 Provide opportunities for key people and groups to participate in designing and evaluating programs, *policies and strategies* to address the changing needs of the community
- 2.4 Undertake cooperative planning to develop appropriate policies and strategies which address the identified *community service education needs*

3. Promote domestic violence awareness

- 3.1 Identify and utilise relevant opportunities to formally and informally communicate and promote awareness of domestic violence in line with community needs
- 3.2 Promote service delivery and activities in a way that facilitates understanding and gains support
- 3.3 Implement strategies to address identified gaps and inadequacies in information, resources and services in accordance with organisation standards and procedures
- 3.4 Identify opportunities for *community education programs* and/or resources/services, and clarify and evaluate with key people and groups
- 3.5 Evaluate and discuss community activities with key people and groups to determine future directions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of the general principles and practices of community development, education and consciousness raising
- Knowledge of the cultural and language groups represented within the local/regional community, and a respect for their values and beliefs
- An understanding of the key people and groups within the community who are able to influence community values
- Understanding of current theory and research knowledge in the domestic violence area
- Knowledge of the processes used to formally and informally communicate the domestic violence prevention needs of the community
- Knowledge of the social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse, and associated criminal issues
- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society relating to domestic violence and their impact
- Knowledge of the organisation's current domestic violence activities, programs and services
- Understanding of current organisation procedures, protocols and practice for promotion of services
- Knowledge of the impacts of cultural, sub-cultural, social, sexual identity, religious, gender, age, disability, language issues etc on attitudes towards domestic violence
- Knowledge of community development principles and strategies and their application and particularly the Ottawa Charter, partnership and community consultation approaches to community development
- Understanding specific limitations of work role, responsibility and professional abilities

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Promote community awareness of domestic violence, in particular, to:
 - research and identify strategies to address inadequacies in existing community information and resources
 - develop working relationships with key people within the organisation and other services, including the community to encourage their cooperation and participation in the promotion of domestic violence issues
 - depending on the work program or services provided apply specific knowledge of particular groups or issues (e.g. alcohol and other drugs (AOD), same-sex relationships, religious, survivors/victims of domestic violence, users of violence, Aboriginal and Torres Strait Islander communities, mental health etc)
 - effectively communicate and promote awareness of domestic violence (including services and activities) using methods which are appropriate to the community

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - research involving analysis and evaluation for identifying domestic violence information and resource requirements of the community
 - networking in relation to establishing and maintaining relationships with key people and groups in the community
 - facilitation and presentation in relation to transferring and collecting information and gaining agreement on concepts, for example presenting to community groups
 - facilitation relating to providing guidance to achieve outcomes and gain agreement on concepts and for enlisting support from key people and groups within the community
 - report writing requiring analysis and evaluation of information in a defined range of areas, for example when bringing together results of research for recommending policies and strategies to address community needs
 - problem solving for a broad range of problems involving analysis, assessment and evaluation for the development of new ways of addressing domestic violence issues which address changing community needs and attitudes and help to raise community awareness
 - project planning in relation to scope, time, cost, quality, and communication requirements when planning new community education activities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment
This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
 - demonstration of competency within the working environment to promote community awareness of domestic violence and the promotion of prevention of domestic violence
 - where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
 - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
 - review of any documentation produced by the candidate related to needs analysis and/or community development service delivery evaluation

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit/s:

- CHCCD514C Implement a community development strategy
- CHCCD402C Provide education programs

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Methods to collect information may for instance include:

- Interviews with clients, family, significant others and carers
- Questionnaires
- Applications and other forms
- Case documentation
- Using specialist communicators
- Classification tools
- Information from professionals including medical reports
- Information from service providers
- Previous file records
- Client consent (verbal and written)

Evaluate methods to evaluate information, resources and services available may include:

- Qualitative and quantitative
- Consultative and participatory
- Diagnostic or summative
- Any combination of the above
- Sampling techniques such as:
- Observation of work activities
- Workshops and meetings
- Questionnaires
- Surveys

RANGE STATEMENT

Information, resources and services may include:

- Culturally appropriate literature and media that is relevant to specific needs groups e.g. Visually impaired
- Skills/administrative support
- Facilities, educational materials, equipment
- Funding
- Developmental training
- Staff development programs, community development programs

Services include but are not limited to:

- Government agencies/departments
- Non-government organisations
- Charity/voluntary organisations
- Church groups
- Service organisations
- Political parties
- Committees

Community may relate to a specific location, language/ cultural or social structure and include:

- Individuals and groups defined by the organisation's programs and services
- Other agencies providing services to individuals and groups
- People with specific needs and interests
- People using the organisation's services/programs
- Groups, such as those representing cultural, sub-cultural, gender, religious, age and sexual identity

RANGE STATEMENT

Community activities are those which raise awareness of domestic violence issues and could include:

- Seminars and workshops
- Victim support groups/networks
- Public forums
- Community safety plans
- Focus groups on relevant issues
- Health promotion activities
- Users of violence behaviour change groups
- Community awareness programs
- Community education programs
- Community support programs

Organisation standards and procedures may include those relating to:

- Collection and storage of information
- Code of conduct/code of ethics
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Organisation mission statement and/or philosophy
- Minimum practice standards
- Assessment for eligibility to access particular services
- Legal frameworks
- Use of interpreter or interpreter services
- Financial plan
- Community development models

RANGE STATEMENT

Underpinning values and philosophies relating to domestic violence include:

- All individuals have the right to be free from violence
- The community has a responsibility to work toward the prevention of domestic violence and to demonstrate the unacceptability of all forms of domestic violence
- All forms of domestic violence are unacceptable in any group, culture or creed
- Those who use violence should take responsibility for their behaviour and have access to programs to assist them change their behaviour to ensure the safety of their family
- Domestic violence is widespread and complex
- Domestic violence impacts on the physical, emotional, social, and financial well being and safety of individuals in families
- Domestic violence and abuse has devastating effects on family members and results in significant social and economic costs to the community

Interpersonal and networking skills may include:

- Means for communicating with people with disabilities or where English is not the first language
- Methods of communicating with different age, gender and sexual identity groups
- Cultural and sub-cultural awareness/sensitivity
- Using appropriate body language
- Demonstrating empathy
- Liaison with regional and specialist associations
- Liaison with other service providers and key stakeholders
- Liaison with key community contacts

RANGE STATEMENT

Key people and groups within the community may include but are not limited to:

- Various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual identity, and age groups within the community
- Policy and decision-makers in the specific community
- Funding bodies
- Service providers
- Individuals, groups or communities most likely to be affected by strategies or action plans
- Organisation management, colleagues, supervisor, team members

Policies and strategies that could be developed to meet the changing needs of the community may include:

- Strategies to increase access to facilities, services or decision-making
- Providing direction, advice and information
- Development of community facilities
- Development of community education programs
- Development of advocacy groups
- Development of support networks/groups
- Development of users of violence behaviour change groups
- Improved community liaison and networking
- Education programs to improve workers' skills and knowledge
- Simple informal communication regarding the service's activities, through internal and external networks
- Lobbying relevant persons and agencies
- Public communication, such as public speaking opportunities, local media interviews/press releases etc
- Specific materials such as flyers, brochures, 'advertisement' type articles in local newspapers
- Use of existing own or other organisation/agency information channels such as notice boards/bulletin boards, newsletters, pamphlets, etc
- Use of community meetings and meetings with community leaders, both formal and informal
- Use of audio-visual materials and web-sites
- Any combination of the above and others

RANGE STATEMENT

Community education programs may be of varying scope and scale and could include:

- Single events, such as information stalls in shopping centres
- Complex series of activities that involves coordinated elements, such as education campaigns involving mass media information
- Multi session education and skill development programs
- Peer education and mentoring programs
- Ongoing involvement with local community events (e.g. Sporting, cultural, religious events)
- Programs that promote ownership of domestic violence issues by the community/group and its leaders

Community service education needs could include but are not limited to:

- Skills development
- Preventive, pro-active strategies
- Community consciousness raising exercises
- Opportunities to reflect on attitudes and beliefs
- Knowledge building

Unit Sector(s)

Not Applicable