

**‘Promoting the right of older people  
to live free from abuse’**

**Connecting to the Community through Curriculum**

**Elder Abuse Helpline 1300 651 192**

**[www.eapu.com.au](http://www.eapu.com.au)**

# Presentation Overview



- Brief overview of the Elder Abuse Prevention Unit
- Objectives of connecting to the community through the curriculum
  - the why and how
- Engagement with the community
  - the who, what, when and where
- Outcomes
  - results and where to next?

# Task



- Assist in the prevention of elder abuse by raising awareness of World Elder Abuse Awareness Day (WEAAD) and of elder abuse issues at a community level
- Work with schools in developing a WEAAD activity that encourages students to be aware in their local community and to use their creativity to benefit their local community

# Task



- Encourage empathy and respect with the community and foster community connectedness
- To provide schools with a tool kit which would foster grass roots connections to WEAAD

# Subject Area Specification: Social & Community Studies

Rationale – Queensland  
Studies Authority (2007)



Elder  
Abuse  
Prevention  
Unit

Throughout life, people may encounter situations in which they are not valued

Throughout life, people may encounter situations in which they are not valued or where prevail

complex economic and environmental circumstances

systems. Students should be encouraged to identify these barriers and ...enhance students awareness of these barriers

# Subject Area Specification: Social & Community Studies

Aims – Queensland Studies  
Authority (2007)



Elder  
Abuse  
Prevention  
Unit

A program of st

- encourage
- 
- 
- develop
- develop skill
- foster appre
- foster personal
- encourage responsib

...develop strategies to  
recognise, face and deal  
with personal, social and

...responsible attitudes  
and behaviours...critically,  
creatively and  
constructively

community and  
society

# Subject Area Specification: Social & Community Studies

Electives – Queensland  
Studies Authority (2007)



Elder  
Abuse  
Prevention  
Unit

Electives could include:

- grooming and deportment
- land care
- community work
- work experience
- media studies
- student driver education
- an independent study, developed by or for an individual student.

...community work such  
as Meals on Wheels,  
visiting aged care facilities  
etc

facilities

## Certificate II : Community Services Work



CHCAC31B – work effectively with older people

CHCCOM201C – Communicate with people accessing the services of an organisation

CHCCS421A – undertake community sector work within your own community

CHCCD307C – support community resources

CHCGROUP201C – support the activities of existing groups

CHCGROUP302D – support group activities



## 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



Australian Government

Department of Education, Employment and Workplace Relations

## CHCDFV404C Promote community awareness of domestic and family violence

Release: 1

# **BNIT: Diploma of Community Services project objectives**



- Develop and maintain connections between generations and to work collaboratively to help bridge local community issues identified in Bracken Ridge such as isolation and exclusion of older people
- Raise awareness of Elder Abuse in the local community
- Complete course work and use coursework to make community connections

# BNIT: Diploma of Community Services project objectives

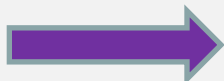


- Assist in the prevention of elder abuse by raising awareness of elder abuse issues through a promotional project
- Use creativity to connect with the community and encourage empathy and respect within the community on issues of elder abuse and family violence
- To complete two separate pieces of assessment from a holistic approach

# Collaboration



**1x 1.5 hour workshop**  
(writing of report, additional research etc to be conducted in students own time)



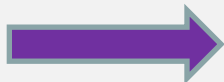
Highlight promotion/prevention community intervention work / versus intervention work for elder abuse and WEAAD



Provide suggested primary, secondary and tertiary resources for critical analysis of elder abuse interventions



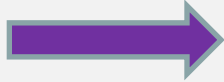
Outline the issue of elder abuse within the family context, discuss how the issue impacts the individual and community and highlight relevant interventions



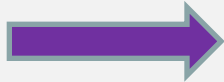
Scaffolding the report structure

# Implementation

**1 x 1.5 hour  
workshop**  
Promotion /  
Prevention project

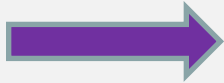


Look at different WEAAD & community service  
promotion / prevention projects



Develop and plan a WEAAD project

**1 x 1.5 hour  
workshop**  
Promotion /  
Prevention project



Implement a WEAAD project in your community or  
school community



Evaluate the WEAAD project



 **UnitingCare** *Community*

UnitingCare Community Values [Compassion](#) | [Respect](#) | [Justice](#) | [Working Together](#) | [Leading through Learning](#)

UnitingCare Community Services [Lifeline](#) | [Child and Family Care](#) | [Counselling](#) | [Crisis Support](#) | [Disability Support](#) | [Social Inclusion](#)

## Evaluation - EAPU

Did the content of the sessions provide you with enough information to begin your Diploma of Community Services Promotion / Prevention assessment?

Were the resources relevant and useful in helping you begin your assessment?

Did you find the trainer presented the information in a clear and understandable way?

Were the project goals clear and achievable?

Were you able to access relevant and up-to-date resources and references to help you complete your group assessment?

Were you able to access relevant and up-to-date resources and references to help you complete your individual assessment?

## Evaluation - student

Assist in the prevention of elder abuse by raising awareness of elder abuse issues

Encourage empathy and respect within your local community

To work collaboratively with peers to complete a practical piece of assessment relevant to your course

To work independently to complete a written piece of assessment relevant to your course

To connect theory with practice through being socially aware of issues in your community and using creativity to benefit your community

To promote respect through intergenerational collaboration

**Comments:**

The

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Ling

ion

Would you recommend the WEAAD Pilot Project for future students?  Y  N

**Comments:**

This presentation was very informative  
and raised the class's awareness of this issue,  
so we could plan our own project,

our

Community

are Community Values | Compassion | Respect | Justice | Working Together | Leading through Learning

Community Services | Lifeline | Child and Family Care | Counselling | Crisis Support | Disability Support | Social Inclusion



# Results



The project resulted in a stand alone unit that can be implemented into state high schools through the subject : Social and Community Services.

The project resulted in a stand alone unit that can be used in the Diploma of Community Service work for CHCDFV404C: Promote community awareness of domestic and family violence.

The project has also been mapped to the Certificate II in Community Service Work.

# Where to from here?



What is the next step in connecting to the community through curriculum? How do we get elder abuse into schools?

[natasha.love@uccommunity.org.au](mailto:natasha.love@uccommunity.org.au)