Community services summary

Introduction

Community services at CDU include a range of specialisations including Individual Support, Aged Care, Mental Health, Alcohol and other Drugs, and Health Support. You will need to complete a range of assessment tasks designed to develop and assess your critical thinking skills, problem solving and professional communication, such as reports and case studies.

Community service studies at CDU TAFE

This summary focuses on some common skills and strategies at CDU TAFE.

Academic skills

Success in any of the Community Services courses at CDU require a range of academic and professional skills. These include:

- Reading and comprehension – *to understand policies, client needs, and service guidelines*
- Active listening – *to engage effectively with clients and colleagues*
- Writing – *to document case notes, reports, and workplace correspondence*
- Research skills – *to find reliable information on community programs and policies*
- Critical thinking and problem-solving – *to assess client needs, make ethical decisions, and develop appropriate support strategies*

These skills are particularly important with scenario-based problems, which are a common assessment form in this course. Completing this section will help you in both your studies, and help prepare you for real-world community service roles.

Scenario based problems

Scenario-based questions are a common assessment within the Community Services courses. They assess your ability to apply communication skills, show empathy, make ethical decisions, and problem solve in potential real-world situations. These tasks require you to consider a client's needs, identify key priorities, and explore appropriate strategies for support.

Your assessor will be looking for responses that demonstrate: active listening, empathy, ethical decision-making and problem-solving.

Applying your learning

Consider one or more of the following strategies to improve your learning: keeping a learning journal where you can reflect on your experiences; organising a peer learning group for support and constructive feedback; setting SMART goals (Specific, Measurable, Attainable, Relevant, Time-bound).