



**AUSTRALIAN
HEALTHCARE**
QUALIFICATIONS & TRAINING

Learner Assessment

Task 2 - Case Study

Task 3 - Project

Unit Code: CHCDIV001

Unit Name: Work with diverse people

Qualification:

Participant Name: _____

Version Control:

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Assessment Information

Unit Code & Title:	CHCDIV001 Work with diverse people
Unit Descriptor:	This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.
Application of the Unit:	This unit applies to all workers
Elements:	<p>To demonstrate your competency in this unit you will need to provide evidence of your ability to:</p> <ul style="list-style-type: none"> • Reflect on own perspectives • Appreciate diversity and inclusiveness and their benefits • Communicate with people from diverse backgrounds and situations • Promote understanding across diverse groups
Performance Knowledge:	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> • Undertaken a structured process to reflect on own perspectives on diversity • Recognised and respected the needs of people from diverse social and cultural backgrounds in at least 3 different situations: <ul style="list-style-type: none"> - Selected and used appropriate verbal and nonverbal communication - Recognised situations where misunderstandings may arise from diversity and formed appropriate responses
Knowledge Evidence:	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • Concepts of cultural awareness, cultural safety and cultural competence and how these impact different work roles • Concepts and definitions of diversity • Own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups • Features of diversity in Australia and how this impacts different areas of work and life: <ul style="list-style-type: none"> - Political - Social - Economic - Cultural • Legal and ethical considerations (international, national, state/territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches: • Discrimination: <ul style="list-style-type: none"> - Age - Disability - Racial - Sex • Human rights: <ul style="list-style-type: none"> - Universal declaration of human rights

	<ul style="list-style-type: none"> - Relationship between human needs and human rights - Frameworks, approaches and instruments used in the workplace • Rights and responsibilities of workers, employers and clients, including appropriate action when rights are being infringed or responsibilities not being carried out • Key areas of diversity and their characteristics, including: <ul style="list-style-type: none"> - Culture, race, ethnicity - Disability - Religious or spiritual beliefs - Gender, including transgender - Intersex - Generational - Sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual • Key aspects, and the diversity, of Australia’s Aboriginal and/or Torres Strait Islander cultures, including: <ul style="list-style-type: none"> - Social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people - Own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services • Potential needs of marginalised groups, including: <ul style="list-style-type: none"> - Protective factors - Physical, mental and emotional health issues/care needs - Consideration of impacts of discrimination, trauma, exclusion and negative attitudes • Resources that support individuals and organisations to embrace and respond to diversity <ul style="list-style-type: none"> - Language and cultural interpreters - Imagery • Influences and changing practices in Australia and their impact on the diverse communities that make up Australian society • Impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others
Assessment Conditions:	Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Instructions to the student

Purpose of this assessment

This Assessment is designed to test your knowledge and skills against the criteria that is required in order for you to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people

Methods of Assessment

The assessments have been developed in consideration to assessment requirements, learning environment and the expectations by industry.

To be deemed competent in this unit of competency the following assessment requirements must be completed. You must achieve a satisfactory result for each task to be deemed competent in this unit.

Assessment Task 1 – Written Questions – Completion of Written Questions provided in this assessment kit is required to be completed. Assessment Task 1 may be completed within allocated training time or during periods of self-study.

Assessment Task 2 – Case Studies – The Case Study/ies provide an opportunity for you to demonstrate your knowledge and skills aligned to settings that reflect your industry. Written answers to questions relating to the different case studies is required. You are required to read the case studies and answer all the questions satisfactorily. Assessment Task 2 may be completed within allocated class time or during periods of self-study.

Assessment Task 3 – Project – This project has 3 parts;

Part one is reflective exercise where you are asked to undertake a structured process to reflect on your own perspectives of diversity. Reflect on your experiences during your practical placement/work life and think about situations where you recognised a situation where either a miscommunication situation occurred due to cultural differences or where a misunderstanding of the cultural needs of a client occurred. To complete this task, you are required to document at least one of these situations by answering the questions in the table provided.

Part two is a research exercise and requires you to demonstrate your knowledge of diversity in practice associated to;

- Human rights
- Discrimination
- Rights and responsibilities of workers, employers and clients
- Actions taken if rights are being infringed or responsibilities not being carried out

Part three is also a research activity where you are required to demonstrate your awareness of diversity and an understanding of their characteristics in the following key areas;

- Culture, race, ethnicity
- Disability
- Religious or spiritual beliefs
- Gender, including transgender
- Intersex
- Generational
- Sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual

Resources needed for assessment:

- Assessment
- Learning material
- Internet or library for research purposes

What you need to do:

- Complete the activities as described above
- Take a photo copy of your work if you would like to
- Collect all of the required evidence and provide to your trainer
- Sign the Assessment Agreement
- Submit the completed assessment kit to your assessor.

If you have any difficulties or there is anything you don't understand, talk with your Trainer/Assessor; they are here to help you. Never be too afraid to ask about anything you don't understand related to safety and do not attempt to complete tasks you are unsure about. You can raise any concerns with your trainer/assessor.

Your assessor will provide you with feedback both verbally and in writing.

Assessment outcomes

Satisfactory – Evidence provided meets the requirements of the assessment method and unit of competency.

Not Satisfactory – Evidence provided does not meet the requirements of the assessment method and unit of competency.

If you have been given a Not Satisfactory assessment outcome you will be given the chance to review with your assessor and discuss the area/s for improvement and time will be elected where you will be required to resubmit the Assessment Workbook as per the assessor's instructions. If you receive a Satisfactory outcome for the individual Assessment Mode, then this outcome will contribute to final judgement of competency for this unit.

Reasonable Adjustment

Special consideration may be applied, and reasonable adjustment given to this assessment, as required. *(See further information in student handbook – Access & Equity and RTO policies and procedures – Assessment Policy)*

Any adjustments made to standard assessment will be documented clearly in assessment kit either at the front of the booklet or in the individual competency record.

Document any adjustments to standard assessment

Reassessment

Where you are found not yet competent, the RTO will provide three further opportunities to achieve competency at no cost. If you request to be re-assessed after the 3 attempts a cost of \$200 per unit will be applied and any attempt thereafter. *(see Assessment Policy for further information).*

Assessment Agreement

An assessment agreement is required to ensure that all students are aware of the process and purpose of an assessment and the requirements that achieve competence in this unit.

Student Full Name:	
Unit Code and Title:	CHCDIV001 – Work with diverse people
Qualification:	

Please tick as appropriate	Yes	No	Comment
The purpose of the assessment has been clearly explained			
Assessment methods and outcomes required have been clearly explained and I understand what is required of me to achieve competency in this unit			
I have been made aware of the Assessment and Appeals Policy			
I have discussed any special needs to be considered during assessment with my assessor			
I understand I have three attempts to complete each task satisfactorily. After three attempts, \$200 per unit will be charged to reassess the unit of competency. If after the fourth attempt I am deemed 'Not Yet Competent', I will be required to do further training before reattempting this unit.			
I give permission for the RTO to use my assignment for assessment moderation / validation purposes.			

I declare that I understand how assessment will take place for this unit.
I also understand that work completed towards this assessment must be verifiably my own.

Student's Name: _____

Student's Signature: _____ **Date:** ____ / ____ / _____

Assessor's Name: _____

Assessor's Signature: _____ **Date:** ____ / ____ / _____

Assessment Task 2 - Case Study

Assessment description

This assessment is based on a variety of case studies for you to read and complete the relevant questions.

Case Study 1

Ernie is an Aboriginal client in a nursing home. Ernie is suffering from cancer of the lung and is not expected to live more than one or two months. He has no other place where he can be cared for. He comes from a rural community where he has been living, until he became ill whilst visiting his cousins in the city. He would have preferred to have returned home, but his cousins wanted him to stay as all his close family members are now living in the urban area.

Ernie sleeps on the floor, despite requests to sleep in a bed. He asks to have the windows open, but other residents complain of the cold. He prefers to be outside. He is not mobile and constantly shouts at the staff to wheel him outside in spite of the bad weather, when the staff do wheel him outside, he will be happy for quite a while, talking to himself and the plants and birds. Staff members worry about the cold weather and his cough.

Ernie does not look directly at any of the staff and often does not reply to questions. Some staff members find this offensive and find it hard to care for him. He eats very little food except what has been brought in by relatives and friends. The personal carers try to be kind but find communication almost impossible.

1. Describe the cultural considerations with this case.

Assessor Use Only: Satisfactory response provided

YES NO

2. Describe the verbal and non-verbal communication considerations you would apply in this case

Assessor Use Only: Satisfactory response provided YES NO

3. What are Ernie's needs? Provide details of what actions you or the organisation could take that would assist Ernie.

Assessor Use Only: Satisfactory response provided YES NO

Case Study 2

You have just returned to work after two weeks of annual leave. During your absence a new resident (Mrs Sai Wong) was admitted to your facility. Mrs Sai Wong is of Chinese descent and does not speak English very well. She has been diagnosed with dementia and has reverted back to her native tongue. During handover you are informed that Sai has been refusing to eat meals but just has cups of tea all day. This behaviour was observed in the last 24 hours, but nursing staff are concerned for her overall wellbeing. Sai is also the only Asian resident in the facility. Sai has a son who lives interstate and calls daily to get feedback on his mother's condition.

1. How could the organisation modify their work practices to meet Sai's needs?

Assessor Use Only: Satisfactory response provided YES NO

2. What factors could be impacting on Sai's behaviour?

Assessor Use Only: Satisfactory response provided YES NO

3. What would be your duty of care requirements in this scenario?

Assessor Use Only: Satisfactory response provided YES NO

Case Study 3

Judy has almost finished her 200-hour work placement and has been asked to assist Irene with a Turkish resident named Azi. Throughout caring for Azi, Irene noticed that Judy was reluctant to engage with the client and demonstrated signs of discomfort when asked to assist in duties that required close physical contact. Irene had not noticed this behaviour in Judy before. In the weekly debrief meeting Irene asked Judy to reflect on how this client was affecting her.

1. In what ways could Judy reflect on her perspectives of Azi?

Assessor Use Only: Satisfactory response provided YES NO

2. How could Judy improve her own self and social awareness?

Assessor Use Only: Satisfactory response provided YES NO

Case Study 4

Female students to utilise scenario A and male students to utilise scenario B.

- A. You have recently changed rosters and are now working a part of the evening shift with Angelo. Since working in the new team, you have noticed that Angelo responds to either supervisors or nurses. When you ask him to assist you in a specific task, Angelo demonstrates dislike of you engaging him to assist you. You are also experiencing difficulty communicating at times with Angelo due to his strong Italian accent. There was a recent situation where miscommunication could have resulted in a serious incident with a resident. At handover, Angelo was providing you with details and your heard BO (Bowels open) status of a resident, where in actual fact it was BNO (Bowels Not Open).
- B. You have recently changed from evening shift to day shift. The day shift staff, which consists of predominately female staff, have a strong social network. They are often going out to lunch, organizing social outings outside of work and seem to all get along very well. You have been working with the new team for three weeks and have not been included in any of the organized social outings. One of the ladies has a strong Irish accent and, on the way out to lunch she was hurriedly trying to provide you with a resident update because she didn't want the other staff to leave for lunch without her. A serious miscommunication occurred. You heard the BO (Bowels open) status of a resident, where in actual fact the actual status was in fact BNO (Bowels Not Open).

1. Describe the actions you would take in the A or B situation.

Assessor Use Only: Satisfactory response provided

YES NO

Case Study 5

Rhona is an Aboriginal client with mild dementia who has recently entered Broome Hill Aged Care facility. Her husband recently passed away, and she is no longer able to care for herself. The facility where Rhona has moved to has about 30% Aboriginal clients. Tamsin, one of the personal care assistants, thinks Rhona will settle in quite easily as she is still active and there are a number of clients who are from her community.

To Tamsin's surprise, Rhona does not settle well. She is withdrawn from staff and the other residents. She is not very welcoming to her visitors and Tamsin notices not as many come now. Rhona spends most of her time in the garden alone. She is losing weight and has had a fall. Rhona does not look Tamsin in the eye as it is her custom to look away and often turns away when talking to her. Tamsin is not aboriginal but understands this. Tamsin, however, thinks her eyes look red and believes she is crying a lot.

Tamsin joins her in the garden one day when she has a little spare time and tries to talk to her gently about her concerns, believing she is grieving, but Rhona moves away, excusing herself. Tamsin decides to request an Aboriginal health worker to speak with Rhona about her concerns and the indications of grief. She reports her observations to her supervisor and requests appropriate help for Rhona.

1. Identify Rhona's emotional needs.

Assessor Use Only: Satisfactory response provided

YES NO

2. How does Tamsin display cultural sensitivity when communicating with Rhona?

Assessor Use Only: Satisfactory response provided

YES NO

3. Describe three (3) ways Tamsin can display best care in practice when caring for Rhona.

1.

2.

3.

Assessor Use Only: Satisfactory response provided

YES NO

4. Why might Rhona's health be deteriorating?

Assessor Use Only: Satisfactory response provided YES NO

5. Describe a way the facility can support Rhona's cultural and emotional needs.

Assessor Use Only: Satisfactory response provided YES NO

6. How can Rhona be assisted by her friends and the local community?

Assessor Use Only: Satisfactory response provided YES NO

Case Study 6

A catholic individual with an intellectual disability is missing church services and activities due to difficulties caused by her disability.

1. Suggest two (2) ways you can support the individual's spiritual needs.

1.

2.

Assessor Use Only: Satisfactory response provided YES NO

An individual who wishes to meditate early morning and late evening

2. Describe two (2) work practices which can be implemented to support the individual's spiritual needs.

1.

2.

Assessor Use Only: Satisfactory response provided YES NO

It is Ramadan and your Muslim clients wish to fast between sun up and sundown.

3. Suggest two (2) ways you can support the client's cultural needs.

1.

2.

Assessor Use Only: Satisfactory response provided **YES** **NO**

A Buddhist client wants to bring a large statue from home to help support his religious beliefs.

4. Suggest two (2) ways you can support the client's cultural needs.

1.

2.

Assessor Use Only: Satisfactory response provided **YES** **NO**

Case Studies Assessment Record

CHCDIV001

Working with diverse people

Reasonable Adjustments made			
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Assessment activity Task 2 – Case Study	Satisfactory	Not Satisfactory	Assessor Initials
Date: ___ / ___ / _____			

Assessment Guide

Satisfactory	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.
Not Satisfactory	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is not satisfied that all requirements have been met.

Re- Assessment

___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			

Assessment Task 3 - Project

Assessment description

For this task you are required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.

Instructions to the student

This task is broken down into 3 projects.

Carefully read all parts of the assessment and address all aspects of the task. All of the criteria must be completed for you to be deemed competent in this task. Ensure that all parts of this project are completed and clearly labelled.

Project 1

1. **Within the workplace, reflect on a time where there may have been misunderstanding/miscommunication due to cultural differences and/or misunderstanding of cultural needs.**

Assessor Use Only: Satisfactory response provided YES NO

2. **Consider how you interacted with the person; how did you overcome misunderstandings?**

Assessor Use Only: Satisfactory response provided YES NO

3. How did you ensure you worked within your workplace policies, procedures, work role and responsibility?

Assessor Use Only: Satisfactory response provided **YES** **NO**

4. What communication strategies were used (both verbal and non-verbal) when communicating with the person?

Assessor Use Only: Satisfactory response provided **YES** **NO**

5. When would you have needed the use of an interpreter, or gain assistance or support from other people to assist with communication needs?

Assessor Use Only: Satisfactory response provided **YES** **NO**

Project 2

1. Research how the following elements of diversity is handled in your workplace and provide a summary (between 80-100 words) of the frameworks, approaches and policies and procedures associated to each:

1a. Human rights

Assessor Use Only: Satisfactory response provided

YES NO

1b. Discrimination

Assessor Use Only: Satisfactory response provided

YES NO

1c. Rights and responsibilities of workers, employers and clients

Assessor Use Only: Satisfactory response provided YES NO

1d. Actions taken if rights are being infringed or responsibilities not being carried out.

Assessor Use Only: Satisfactory response provided YES NO

Project 3

1. Complete the below table: Research the below key areas of diversity and provide details of their main characteristics. List a minimum of (3) three for each.

Diversity	Characteristics
Culture, race, ethnicity	
Disability	
Religious or spiritual beliefs	
Gender, including transgender	
Intersex	
Generational	
Sexual orientation/sexual identify – lesbian, gay, bisexual, heterosexual	
Assessor Use Only: Satisfactory response provided YES <input type="radio"/> NO <input type="radio"/>	

CHCDIV001

Work with diverse people

Reasonable Adjustments made			
Assessment activity Task 3 – Project	Satisfactory	Not Satisfactory	Assessor Initials
Date: ___ / ___ / _____			
Assessment Guide			
Satisfactory	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.		
Not Satisfactory	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is not satisfied that all requirements have been met.		
Re- Assessment			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			

Competency Record

Unit Code & Title:	CHCDIV001 – Work with diverse people
Student Name:	
Assessment Strategies:	Satisfactory Unsatisfactory
	Assessment Task 2 – Case Studies Assessment Task 3 – Project
Student Feedback:	
Assessment Result:	The participant is COMPETENT The participant is NOT YET COMPETENT
Assessor Declaration:	Evidence of Competency is: Valid Authentic Sufficient Current All the above assessment modes have been met The assessment has been modified due to Reasonable Adjustment (see below) Gaps in performance were identified and reassessment completed (as per record of results) Feedback given to student: Written (above) Email (attached)
Assessor's Name:	
Assessor's Signature:	Date: ____ / ____ / _____