**Marker**

**Guide 2**

Work with diverse people

CHCDIV001

Promote Aboriginal and/or Torres Strait Islander Cultural Safety

CHCDIV002



Third Edition, September 2022

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SHORT RESPONSE QUESTIONS

PART A Section 1

Appreciating Diversity

An Introduction to Diversity

1.1 Briefly define ‘diversity’. (Your response should be approximately 30 words.)

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| Student’s response must demonstrate an understanding of definitions of diversity.  Responses may include, but are not limited to, reference to:   * Diversity refers to the ways in which people are different from one another. * Diversity refers to differences. These differences can include differences in culture, disability, beliefs, age, gender, sexual orientation, etc. |

1.2 Two important concepts embedded within the ‘diversity’ are ‘acceptance’ and ‘respect’. Briefly explain what these two concepts mean. (Your response should be approximately 50 words)

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| Students’ response must demonstrate an understanding of concepts of diversity, which are acceptance and respect.  Responses may include, but are not limited to, reference to:   * Diversity means exploration of differences in a safe, positive, nurturing environment. * It moves beyond simple tolerance of differences to embracing and celebrating the rich dimensions of diversity. * Contribute towards an inclusive environment where everyone feels respected and valued. |

1.3 Community services workers need to be aware of the characteristics of a number of key diversity factors. Complete the following table by outlining the characteristics of each of the areas of diversity. (Your total response should be approximately 200 words)

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| Student responses will vary. Students must use their own words and demonstrate knowledge of the characteristics of key areas of diversity.  The student’s response must demonstrate an understanding of these concepts of diversity – in order to demonstrate understanding, the student’s response must be expressed in their own words. | |
| **Area of Diversity** | **Characteristics** |
| 1. Culture/race/ethnicity | Culture refers to how our identity is shaped by the environment around us. Race is something that someone else usually identifies and refers to perceived colour of your skin or ethnic background. Ethnicity is how you define yourself based on your connection to past, place, and/or culture. |
| 1. Disability | “Diversity in ability or disability refers to the various physical, emotional, or psychological differences that might affect a person’s functioning in society.” |
| 1. Religious and/or spiritual beliefs | “There are a wide range of religious and spiritual beliefs people follow. They span international, cultural, and ethnic boundaries and can play a huge role in how people form their identity. For example, religious and/or spiritual observance often support people’s social, psychological, and cultural needs.” |
| 1. Generational | “A generation is a group of people who were born during a certain grouping of years. They generally share similar experiences growing up and their values and attitudes tend to be similar having been developed during their formative years. Examples of generations include, but are not limited to: baby boomers, Gen-Xers, and millennials. Though there may be many differences amongst people of the same generation, the concept can be useful to understand the formation of your own and others assumptions and values.” |
| 1. Gender, including transgender and intersex | “Gender generally refers to how people define themselves as either male, female, or transgendered. It is generally accepted that gender exists as a spectrum, with people identifying with the characteristics typically associated with being male or female. Transgender refers to an identity that does not conform to conventional notions of male and/or female. *Intersex* is a broad term used to describe a variety of conditions in which a person is born with a sexual anatomy that does not prescribe to distinctly male or female. For example, a person may be born appearing to be male on the outside, but having a mostly female-typical anatomy on the inside. Another example would be a person who is born with genitals that seem in-between the usual male and female types.” |
| 1. Sexual orientation/sexual identity | “Sexual orientation and sexual identity generally refer to one’s preferences in romantic or sexual partners. The acronym LGBT (lesbian, gay, bi-sexual, transgendered) is often used to describe a range people who are not heterosexual. Some organisations working with people with non-mainstream sexual orientation or gender identity prefer to use the more inclusive acronym LGBTQIA+ to encompass people who identify as queer, intersex, or asexual.“ |

Culture and Diversity

1.4 Consider the ‘cultural iceberg’ diagram from Section 1, under the heading **Culture and Diversity** in the Study Guide and reflect upon how it applies to you. In the space below, briefly outline the key formative factors that have shaped your core values and interpretations/way of viewing the world.

Note: While there are no specified answers for this question, your response must demonstrate that you have considered your own social and cultural perspectives and what has influenced their formation. (Your response should be approximately 100 words)

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| This is a self-reflection question. Individual answers. Student’s response must demonstrate a reflection of their own social and cultural perspectives and the factors that have influenced their development.  Responses may include, but are not limited to, reference to:   * Religion * History * The media * Educational system * Family * Economics/social-cultural status   This question requires students to apply knowledge from the Study Guide to themselves. |

1.5 In the following table, describe the potential needs of people from marginalised communities, in relation to protective factors, physical, mental and emotional health, and exposure to negative attitudes and experiences. (Your response should be approximately 75 words)

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| Student’s response must demonstrate an understanding of potential needs of marginalised groups. | |
| **Potential Needs** | **Description** |
| 1. Protective factors | Students’ response may include reference to:   * Clients may not have readily have access to these factors such as positive connections with family and friends, connection to land, culture, and spirituality, stability in housing and income, self-determination, and positive skills (e.g., problem-solving). * Lack of these factors could mean that they are subject to higher risks and detriments in wellbeing. |
| 1. Physical, mental and emotional health care | Students’ response may include reference to:   * Higher needs for service/care needs in these areas * May present with complex, interrelated needs, or are engaged with multiple services concurrently. |
| 1. Exposure to negative attitudes and experiences | Students’ response may include reference to:   * They’re subject tot higher risk of abuse, discrimination, exclusion and traumatic experiences. * Can impact on their capacity to communicate, ability to trust services or others, and engagement with services. * Clients behaving in a ‘challenging’ or ‘disengaged’ manner while accessing services and affect service relationships. |

1.6 Australia has become one of the most culturally diverse countries in the world.

1. Briefly outline the major historical and cultural factors that have influenced the formation of culturally diverse society in Australia. (Your response should be approximately 100 words)

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| Student’s response must demonstrate an understanding of the historical and cultural influences and changing practices that have influenced multi-culturalism in Australia.  Responses may include, but are not limited to, reference to:   * There are three major contributors to Australia’s demographic make-up – diverse Indigenous population, A British colonial past, and extensive immigration from many different countries and cultures. * Over the last 40 years there has been a growing push within Australia to recognise our cultural diversity. Prior to the 1970s, social and government policy encouraged cultural assimilation, in which those arriving in Australia were expected to abandon their cultures and languages and blend into the mainstream society. However, over the last few decades there has been a slow but steady shift to a multicultural stance that recognises the benefits of cultural diversity to Australian society. |

1. Reflect on the statistics provided in the Racism No Way’s (n.d) extract under the **Multicultural Australia** subheading in Section 1 of the Study Guide and the information from the 2016 census provided in Reading B. What does this information reveal about cultural diversity in Australia? Report the key findings in the space below. (Your response should be approximately 100 words.)

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| Student’s response must demonstrate an understanding of cultural diversity in Australia.  Responses may include, but are not limited to, reference to:   * While the majority of the population are Australian born, more than 75% of Australians identified with an ancestry other than Australian in the 2016 Census. About 3% of Australians identified as being Aboriginal, Torres Strait islander or both; and about 45% reported having at least one parent who has born overseas. * Around 26% of the population were born in another country. Of the overseas born, the major countries of birth were England, New Zealand and China. About 19% of overseas born Australians were born in non-English speaking countries. In all, Australians come from over 200 birthplaces. * Collectively, Australians speak over 200 languages. Languages other than English are spoken by about 21% of the population. Of these, almost 64,800 people reported speaking an Indigenous language. Other than English, the most common languages spoken today are Chinese, Arabic, Vietnamese and Italian. There are over 50 Indigenous languages and Australian creoles actively spoken by Australians. * The major religion in Australia is Christianity with about 52% of the population identifying as Christian. This group comprises over 70 different Christian denominations with the major denominations being Catholic; Anglican; Uniting Church; Presbyterian and Reformed; and Eastern Orthodox. Other major religions represented in Australia today include Buddhism (2% of the population), Islam (3%), Hinduism (2%) and Judaism (less than 1%). Almost 8,100 Australians practise Aboriginal traditional religions. Almost 30% of Australians reported having no religion.   Students do not need to provide all of the above, however student’s response must demonstrate a recognition that Australia is a culturally diverse society with many individuals living within the influence of many cultures.  This is covered under the subheading **Multicultural Analysis** in the Study Guide and in Reading B. |

1. In your opinion, how do you think that Australia’s growing multiculturalism has impacted upon our political, social, economic, and cultural life? In your response, be sure to address the impact of diversity on each of these four areas. (Your response should be no more 100 words)

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| Student’s response must demonstrate that they have reflected upon their own perspectives on how diversity has impacted upon Australia’s political, social, economic, and cultural life.  Responses will vary. Responses may include, but are not limited to, reference to:   * Politically, issues of diversity have been, at times, a source of conflict and divide, however, over the last 30 years there has been a push for accepting and promoting multiculturalism * Socially, multiculturalism is a key aspect of Australian society. There are a wide range of multicultural restaurants and retailers. Multiculturalism has made Australian society quite diverse. While there are still issues of racism, these are fewer than in the past. * Economically, Australian’s cultural diversity allows for thriving trade relationships with other countries and a strong tourist economy. * Culturally, multiculturalism is a strong but of Australia’s cultural life. There are regularly cultural festivals and celebrations. However, there are still situations of discrimination and racism.   Marker note: the above are examples only. As the question is requiring the student to reflect on their own perspectives, responses will vary. Marker must be satisfied that the student’s response has demonstrated an understanding of how the features of diversity in Australia has impacted upon political, social, economic and cultural life. |

1. On a personal level, multiculturalism in Australia impacts the day-to-day life of people living in Australia. Briefly discuss how living in a diverse society impacts on our personal behaviours, relationships with others, perceptions, and social expectations of others. In your response, be sure to address the impact of diversity on each of these four areas. (Your response should be approximately 100 words)

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| Students’ response must demonstrate an understanding of impacts of diversity practices and experiences on personal behaviour, interpersonal relationships, perception, and social expectations of others.  Responses may include reference to:   * We learn to respect and accept differences in the way we do things. * When building a relationship with others we are more readily expecting diversity and the need to be open and non-judgmental. * We have learned to become more aware of the perceptions and expectations we have on others. * Our perceptions may not be accurate if they are based on our assumptions. * We need to be mindful of any behaviours that may not be culturally sensitive or even offensive for others. * There is an increased expectation for equity, social justice and fairness. There is an expectation of respect from others and condemnation of any discriminative practices. |

1.7 Recall your initial reaction to the below self-reflection question from **Culture and Diversity** in Section 1 of the Study Guide:

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| **Self-Reflection**  Consider how the beliefs that you hold about the world have been shaped by your background and cultural experiences.  Next, consider what you think of when asked to imagine the ‘typical Australian’. What language do they speak? What is their skin colour? What is their religion? Their gender? What is their sexual orientation? Their occupation? What do they wear? |

Reflect upon your initial reaction to this question (e.g., did your initial picture of the “typical Australian” reflect someone from your own culture or did it perhaps reflect an image from mainstream media?) and whether or not your image of “the typical Australian” underwent any changes as a result of reviewing the 2016 census data (Racism No Way, n.d.) presented under the subheading **Multicultural Australia** in the Study Guide, and Reading B (e.g., did your growing understanding of cultural diversity within Australia impact on your view of “the typical Australian”)?

Note: This is a reflective question. While there are no specified answers, you must demonstrate that you have considered your own cultural pre-conceptions and whether or not they changed as a result of your increased understanding of cultural diversity in Australia. (Your response should be approximately 150 words)

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| Individual answers. Student’s response must demonstrate a reflection of their own cultural conceptions and whether or not they underwent any change as a result of their growing recognition of cultural diversity in Australian society.  Example response:  “When I first thought about a typical Australian I thought of them as a white, English speaking, straight male, wearing board shorts and a t-shirt, who worked a blue collar job. I believe that this image is likely influenced by my own experiences with the majority culture and depictions of “typical Australians” on television. However, as I learned more about the cultural diversity in Australia I came to a better realization that my preconceptions were not accurate and that Australia is actually quite a diverse society with many individuals living in many different cultures. I learned that I need to expand my idea of the “typical Australian”. |

1.8 Briefly describe the connection between human rights and human needs. (Your response should be approximately 50 words)

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| Students’ responses will vary. Students must demonstrate an understanding of relationship between human rights and human needs.  Responses may include, but are not limited to, reference to:   * Human needs refer to basic needs that are necessary for survival, such as the need for food, clean water, adequate shelter, and access to health care. * The Universal Declaration of Human Rights extends an individual’s basic needs to also include human rights such as the right to freedom of person, thought, religion and expression, the right to education and to work, and the right to privacy. These rights allow an individual to flourish and participate fully in society. * Generally, the fulfilment of human rights prevents people from experiencing situations of dire need – whether physically or emotionally. |

1.9 Human rights underpin the formation of many Australian laws, which inform service provision in the community services sector.

a) Complete the following table by identifying the relevant pieces of federal legislation that are set out to protect individuals from discrimination by following characteristics.

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| Students’ response must identify the legislation relevant to following discrimination. | |
| **Discrimination** | **Relevant Legislation** |
| i) Age | *Age Discrimination Act 2004.* |
| ii) Disability | *Disability Discrimination Act 1992.* |
| iii) Racial | *Racial Discrimination Act 1975.* |
| iv) Sexual | *Sex Discrimination Act 1984.* |

b) Identify two (2) instruments or frameworks that can be implemented in a workplace to promote compliance with the legislation above. (Your response should be approximately 15 words)

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| Students’ response must demonstrate an understanding of at least two instruments or frameworks that can be implemented in a workplace to uphold human rights.  Responses may include reference to:   * Organizational protocols, policies and procedures. * Human rights-based approach to service. |

c) Describe the rights and responsibilities you have, as a worker, in relation to addressing discrimination and promoting cultural safety in service provision. (Your response should be approximately 50 words)

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| Students’ response must demonstrate an understanding of at least one right and one responsibility of workers in addressing discrimination and promoting cultural safety.  Responses may include reference to:   * Workers have a right to work in a workplace free from discrimination/ be treated with equality. * Workers have a right to work in a culturally safe environment. * Worker has a right to report/complain if they have been discriminated. * Where a worker has noticed discriminatory act in the workplace they have responsibilities to report and take appropriate action to address the issue. * Workers have responsibilities to support clients to complain/report if they experience discrimination. * Workers have responsibility to provide service in a culturally safe environment or use safe practices. |

1. Imagine that the manager of a community service organisation failed to employ the most deserving candidate for a new role because the candidate was a woman of child-bearing age who might wish to go on maternity leave in the future. Did the manager fulfil their rights and responsibilities as an employer in this situation? Explain why or why not? (Your response should be approximately 40 words)

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| Students’ response must demonstrate an understanding of the rights and responsibilities of employer, by indicating that the manager has **not** fulfil their responsibilities (even though they may have the right to not employ this person) and provide appropriate justification.  Example response:  “No, whilst manager may have a right not to employ, it is against their legal and ethical responsibilities to discriminate against this suitable candidate for this reason. It is also violating the candidate’s rights to equality in work.” |

1.10 In Australia, who can you report to if there has been a breach of legislation regarding someone’s rights? (Your response should be approximately 10 words)

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| Student’s response should identify the Australian Human Rights Commission. |

1.11 Briefly outline one (1) potential consequence that can occur if you or your organisation breaches a client’s human rights. (Your response should be approximately 30 words)

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| Student’s response will vary.  Examples of student responses:  “The Australian Human Rights Commission can reprimand the worker and they may no longer be able to practice.”  “The Commission can reprimand the organisation where the breach occurred and help resolve the complaint.” |

Working in a Culturally Appropriate Manner

1.12 There are three critical aspects to working in a culturally appropriate manner: *cultural awareness*, *cultural competency*, and *cultural safety*. Complete the table below by matching each of these terms with corresponding description.

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| **Description** | **Term** |
| 1. This involves the provision of services in a manner that respects and nurtures different cultures and ensures that clients feel empowered and their cultural beliefs supported throughout the entire service interaction. | Cultural safety |
| 1. This involves becoming aware of your own cultural values and beliefs and understanding how they influence how you perceive others and the world around you. It also involves being aware of the impact of culture on how others perceive the world and the impact that this can have on your interactions together | Cultural awareness |
| 1. This involves using your understanding of both your own and other cultures in order to work in an effective manner with people from other cultural backgrounds. | Cultural competency |

1.13 Briefly describe the importance of cultural awareness, cultural safety, and cultural competence to workers within the community services sector. (Your response should be approximately 70 words)

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| Students’ response must demonstrate an understanding of how concepts of cultural awareness, cultural safety and cultural competence impact work roles within the community services sector.  Responses may also include reference to:   * Cultural awareness is the first step to developing cultural competency and safety; it helps one become aware of and acknowledge diversity among people. * Workers must be culturally competent – to have the awareness, skills, tools and strategies to work effectively and respectfully with diversity. * Workers should promote a culturally safe service which aims to support clients from theirs instead of the workers’ cultural perspective. Lack of cultural safety can be damaging to clients’ wellbeing. |

1.14 Read the following scenarios and determine if the following workers have demonstrated appreciation and respect for diversity and inclusiveness in work practices. For any scenarios that you determined as not demonstrating appreciation and respect for diversity and inclusiveness, describe what the respective workers should have done instead. (Your total response should be approximately 200 words)

1. Brianna is working in a community services organisation that supports people with disabilities. When she starts working with each new client she takes the time to fully understand their full range of needs and abilities. This includes discussing any cultural and lifestyle needs and experiences that the client has and how these might impact service provision. Particularly she takes note of how clients prefer decisions about their service to be made, and make sure that she consulted with all relevant persons, including the client, where a decision needs to be made.

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| Students’ response must identify that Brianna **is** demonstrating value and respect diversity and inclusiveness. If students provide justification for their response or suggestion for improvement, it should be accepted. |

1. Callan is a counsellor at a drug and alcohol service. One of his responsibilities is facilitating a support group for people recovering from alcohol and other drugs dependence. Callan is approached by a new potential client, Josh, who enquires about when the support group meets. When Callan sees the way Josh dresses and speaks, he thinks that Josh might be gay and assumes that this will mean that he will be a ‘drama queen’ and want to monopolise the group conversation by talking about himself. Callan doesn’t want to have to deal with clients who monopolise the conversation and so he lies to Josh and tells him that the support group is full but refers Josh to another support group run by another organisation.

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| Students’ response must identify that Callan is **not** demonstrating value and respect diversity and inclusiveness, and provide alternative actions/behaviours that demonstrate respect for diversity and inclusiveness.  Example response:  “What Callan has done is not showing appreciation and respect for diversity and inclusiveness. He should not make assumption about people based on the way they dress and speak. He also needs to be mindful of own prejudices towards people who are gender diverse, and seek supervision to manage it. He should have treated Josh equally as other candidates and focused on assessing suitability of the support group for Josh.” |

1. Mary is a relationship counsellor. She is having her first session with a married Muslim couple. When Mary observes that the wife is wearing a Hijab she becomes concerned that the wife is being abused. Her concerns further develops when she notices that the husband is answering most of her questions about the family. Mary sees it as some form of abuse that the wife was not permitted to speak for herself. She decides that relationship counselling is not appropriate, and the wife should be referred to domestic and family violence support services. The husband is annoyed and offended by Mary’s suggestion and the wife feels puzzled about Mary’s referral.

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| Students’ response must identify that Mary is **not** demonstrating value and respect diversity and inclusiveness and provide alternative actions/behaviours that demonstrate respect for diversity and inclusiveness.  Example response:  “What Mary has done is not showing appreciation and respect for diversity and inclusiveness. She was making assumptions based on her own values and perception of relationship and communication. Instead of making a prompt decision, she should have properly assessed for risks as well as attempt to understand the communication dynamics between the couple, as it can be within their culture for the husband to answer questions about the family. It is also important that she consult with clients about any referral instead of making the decision for the client.” |

1. Anda has recently started working for a counselling organisation in a neighborhood with a large Sudanese refugee community. Anda reflects upon her knowledge of Sudanese culture and identifies that she doesn’t know much about it outside of some stereotypes and generalisations that she has picked up. Anda thinks that her lack of knowledge will negatively impact her ability to work effectively with potential clients from this cultural group so she asks her supervisor to help her find some useful sources of information on Sudanese culture so that she can improve her understanding of common cultural practices and beliefs.

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| Students’ response must identify that Anda **is** demonstrating value and respect diversity and inclusiveness. If students provide justification for their response or suggestion for improvement, it should be accepted. |

1.15 Briefly explain how workers and organisations may use the following resources to embrace and respond to diversity during service provision. (Your response should be approximately 60 words)

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| Students’ response must demonstrate an understanding of resources that support individuals and organisations to embrace and respond to diversity. | |
| **Resources** | **How can they be used to embrace and respond to diversity?** |
| 1. Language and cultural interpreters | Responses may include reference to:   * Language interpreters help facilitate communication between workers and clients who speak different languages. * Cultural interpreters may also assist in communication, however, they help workers to understand the beliefs and practices of the client’s culture and assist the client to understand the practices of the dominant culture. |
| 1. Imagery of diverse people | Responses may include reference to:   * Community services organisations typically use positive, respectful, and culturally appropriate images of diverse people in service brochures, websites, and other media associated with the organisation to help diverse people feel more comfortable with using the service. * Organisations need to be aware that some imagery may be culturally inappropriate for certain clients and avoid using them. |

1.16 Briefly outline three (3) common areas of cultural difference in communication that counsellors should consider when interacting with someone from a different cultural background. (Your response should be approximately 75 words)

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| Student’s response must demonstrate an understanding of three common areas of cultural difference in communication.  Responses may include, but are not limited to:   * Language. It is always important to consider the other person’s level of English understanding. If the person does not fully understand English then the provision of information in their own language or the use of an interpreter is required. It is also important to remember not to ‘speak down’ to the other person or treat them like a child. * Appropriate form of address. You should always consider the appropriate way to address the person (e.g., is it appropriate to use their first name or is it more culturally appropriate to refer to them by their surname or another title). * Eye contact. In some cultures it is appropriate to maintain eye contact during communication while in other cultures not making eye contact is a sign of respect. It is important to consider such differences during your interactions with people from other cultures. * Personal space. Cultures, and individuals, differ in their preferred physical distance. For example, in many cultures it is common to be about an arm’s length away while talking, whereas in other cultures physical contact while talking may be expected. * Emotional expression. Cultures differ in their acceptance of public displays of emotion. Consideration should be given to cultural background when attempting to interpret emotional expression. * Gestures. Some gestures (such as a ‘thumbs up’) can be positive is some cultures while being insulting in others. It is important to be mindful of gestures when communicating with individuals from different cultures. * Cultural beliefs and practices. Be aware of socialisation patterns and the fact that other people are likely to have different perceptions of the world. It is important to respect other people’s beliefs and practices. |

Integrating Your Knowledge

The following questions require you to draw upon all of the knowledge and skills you have learned throughout this section of the Study Guide.

**Note:** The following questions require you to reflect on yourself and your experiences. Reflective questions do not have specified answers. However, your responses to reflective questions must demonstrate that you have engaged in critical self-reflection as well as reflecting upon the content of Section 1 of Part A of this Study Guide.

1.17 The first steps to developing cultural competency involve understanding your own preconceptions and perspectives of diversity and determining how you can go about improving your cultural awareness. The following questions will help you begin to develop your cultural competency.

1. In the space below, briefly outline which cultural groups you identify with. Remember, don’t just think of culture as ethnicity – consider all aspects of your identify (e.g., age religion or spirituality, gender, sexual orientation, ability/ disability, etc.). (Your response should be approximately 50 words)

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| Individual responses. Student’s response muse demonstrate that they have reflected upon their own diversity factors and have an understanding about their own diversity.  Responses should make reference to the student’s key diversity factors such as:   * Ethnic/national background * Gender * Age * Sexual orientation * Ability/disability, etc.   This question requires students to apply knowledge learned throughout Section 1 of the Study Guide and reflect upon how it applies to them. |

1. Reflect upon everything that you have learned in this section of the Study Guide and take some time to really reflect on your own cultural pre-conceptions. For example, you might want to ask yourself whether you tend to view cultures different to your own in a stereotypical manner. Do you tend to make assumptions about other people when you observe an indicator (e.g., language or dress) that they identify with a culture that you do not identify with? Do you have any specific preconceptions about particular cultures? Where do these preconceptions come from?

In the space below, briefly outline what you have learned about your own cultural pre-conceptions and biases. (Your response should be approximately 100 words)

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| Individual responses. Student’s response muse demonstrate that they have reflected upon their own cultural preconceptions/biases.  Example responses:  “As a member of the dominant Australian culture I do have a tendency to think that everyone should think the same way as I do. When I see someone from a different background I do tend to let stereotypes from mainstream society influence my perception of them. I now understand that I need to develop my cultural competency.  I am very mindful of the need to treat each person and an individual and I take care not to make assumptions or stereotype others. While I do hold some assumptions and beliefs about people from various cultural groups I try not to let those assumptions colour my interactions and instead get to know the individual.”  This question requires students to apply knowledge learned throughout Section 1 of the Study Guide and reflect upon how it applies to them. |

1. In the space below, describe any cultural groups that you might come across in your professional work that you have no/little specific knowledge about outside of basic assumptions and stereotypes. What impacts do you think this might have on your ability to work inclusively with them? (Your response should be approximately 50 words)

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| Individual responses. Student’s response muse demonstrate that they have reflected upon their own knowledge of diverse cultural groups and identified at least one group that they have no/little specific knowledge of outside of basic assumptions and stereotypes.  Responses may include, but are not limited to, reference to:   * Specific cultural groups * Specific religious groups * Individuals with different sexual orientations/sexual identities/gender identities, etc. * Individuals with disabilities, etc…   This question requires students to apply knowledge learned throughout Section 1 of the Study Guide and reflect upon how it applies to them. |

1. Reflect upon your own current limitations in self and social awareness. Outline three (3) things that you will do to improve your cultural awareness and cultural competency. (Your response should be approximately 50 words)

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| Individual responses. Student’s response muse demonstrate an understanding of three appropriate things they can do to improve their knowledge of other cultural groups which will allow them to work in a more culturally competent manner.  Responses may include, but are not limited to, reference to:   * Avoid making assumptions about others and instead taking the time to understand each individuals * Not judge others according to the standards of my own culture. * Take the time to learn about other cultures – e.g. talking to people from diverse cultures and learning from them, reading about diverse cultures, watching movies about other cultures, * Seeking out specific cultural competency training * Reading practice guidelines for working with clients from specific cultures and working in a culturally appropriate manner. * Talking to supervisor and senior colleagues about how to improve cultural competency   This question requires students to apply knowledge learned throughout Section 1 of the Study Guide and reflect upon how it applies to them. |

PART A Section 2

Effective Cross-Cultural Communication

Diversity and Conflict

2.1 Consider the following scenario:

Jason has recently been hired as the manager for a large community services organisation. Jason is a very enthusiastic 32-year-old man who has ‘hit the ground running’ in his new position and already started implementing a number of new initiatives and processes. One of these initiatives is to encourage staff to embrace alternative methods of networking and personal development, such as engaging in Skype-based peer supervision sessions and developing community contacts through social media platforms such as LinkedIn and Facebook.

One of the organisation’s counsellors, Doreen (48 years old), is very unhappy with the new initiatives. Doreen has been with the organisation for 25 years and is a very experienced and dedicated counsellor and counselling supervisor. She was engaged in a pilot program for Skype-based supervision sessions a few years ago and from that experience she concluded that face-to-face supervision provides a much better opportunity for effective interaction and work processes. She believes that younger workers often overlook the importance of face-to-face communication and support and thinks that Jason is making a mistake encouraging electronic-based communication because she is concerned that it will lead to reduced worker competence and reduced service effectiveness.

Jason is unhappy that Doreen does not seem to be supporting the new initiatives. He implemented these same procedures in his last organisation and they were tremendously effective, resulting in more efficient services and workers reporting that they were more confident in their work as a result of the ready availability of Skype-based peer supervision. Jason assumes that Doreen is “stuck in her ways” and that she is not supporting his initiatives because she is resistant to technology.

While Jason and Doreen have not actually spoken to each other specifically about their concerns, the working relationship between them has become strained.

1. What diversity factors might be causing difficulty in this working relationship? (Your response should be approximately 20 words)

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| Student’s response must demonstrate an understanding of at least one diversity factor that is contributing to the conflict.  For example, student might identify the issue of age based assumptions and/or differing values/worldview on the effectiveness of technology as causing a difficulty/conflict in this working relationship.  This question requires students to apply knowledge from throughout the Study Guide. |

1. Imagine that you have been called in to mediate this conflict. You have spoken to both Doreen and Jason separately and obtained each of their perspectives on the issue. Now you want them to explore the nature of their issue together by getting them to communicate their perspective to each other. Your goal is to ensure that both Doreen and Jason have an understanding of the other’s perspective. To do this you want to ask each of them to share their perspective. You should use your understanding of each of their perspectives to come up with an effective prompt or question that you can pose to both Doreen and Jason to encourage them to share their perspective.
2. In the space below, write what you would say to Doreen to prompt her to share her perspective on the issue. (Your response should be approximately 30 words)

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| Responses will vary. Student’s response must demonstrate an ability to encourage Doreen to explore the nature of the conflict by communicating her perspective.  Example prompts:   * Doreen, you told me that you have concerns using Skype-based peer supervision because of your experience in the previous pilot program. Can you share those experiences * Doreen, you said that you often assume that younger workers overlook the importance of face-to-face communication. What value does it have that electronic communications don’t * Doreen, can you share with Jason your concerns about the new initiatives   This question requires students to apply knowledge from throughout the Study Guide. |

1. In the space below, write what you would say to Jason to prompt him to share his perspective on the issue. (Your response should be approximately 30 words)

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| Responses will vary. Student’s response must demonstrate an ability to encourage Jason to explore the nature of the conflict by communicating his perspective.  Example prompts:   * Jason, you have previously has success in implementing your initiatives and you are concerned because Doreen isn’t participating, is that right? * Jason, you are concerned that Doreen is not embracing your initiatives because she is not proficient in the technology? Is that right? * Jason, you have used a similar program in your previous organisation, can you elaborate on how you monitored its effectiveness and the results you found.   This question requires students to apply knowledge from throughout the Study Guide. |

1. Briefly outline one suggestion that you would you make to try to resolve this conflict. (Your response should be approximately 30 words)

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| Responses will vary. Student’s response must demonstrate an ability to suggest an appropriate strategy to resolve the conflict.  Responses may include, but are not limited to:   * Have each party accept their part in the conflict (e.g., their assumptions) and offer apologies * Mutually decide upon a course of action (e.g., Doreen will engage in the new initiatives but will also be involved in monitoring their effectiveness). * Reiteration of role boundaries (e.g., Doreen will do as asked) but Jason will take her feedback into consideration. * Both parties agreeing on strategies to prevent similar conflicts in the future (e.g., clear and open communication, provision of feedback, etc.)   This question requires students to apply knowledge from throughout the Study Guide, particularly information under the **Diversity and Conflict** heading. |

Valuing and Respecting Diversity During Service Provision

2.2 It is important for workers supporting Aboriginal and Torres Strait Islander peoples to consider the impacts of historical and contextual issues affecting clients’ lives.

a) Briefly explain the social, political, and economic issues affecting Aboriginal and/or Torres Strait Islander peoples. (Your response should be approximately 100 words)

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| Students’ response must demonstrate an understanding of the social, political, and economic issues affecting Aboriginal and/or Torres Strait Islander people.  Responses may include reference to:   * Since colonization, various government legislation, policies and practices have contributed to their experiences of social and economic disadvantages (e.g., segregating, displacement and separation of families) * These experiences led to mistrust held by Aboriginal and Torres Strait Islander people towards government services and systems. * Compared to other Australians, Aboriginal and Torres Strait Islander people experience significantly varied outcomes related to health, education, employment and housing. * Discrimination, racism and lack of cultural understanding mean that Aboriginal and Torres Strait Islander people still experience inequality and social injustice. |

b) In addition to the issues discussed above, existing human services systems are predominately built based on western systems and structures. Discuss how these may impact on Aboriginal and/or Torres Strait Islander peoples accessing services. (Your response should be approximately 100 words)

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| Students’ response must demonstrate an understanding of western systems and structures, and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services.  Responses may include reference to:   * if a client has previously been discriminated against, harassed, or abused because of their cultural identities, then it is likely that the client will be more guarded and perhaps even less interested in working cooperatively. * It is also not uncommon for clients to exhibit posttraumatic responses, (e.g., inability to trust, make decisions, difficulties in retrieving or retaining information, or exhibit of intensive emotional reactions) if the service provider or environment triggered memories of past negative experiences. This may be perceived as ‘uncooperative’ or ‘challenging’ which can result in a client being turned away from services, in turn reduces their likelihood of engaging with services again. * Western systems and structures may not have capacity to accommodate and acknowledge clients’ cultural needs and practices. |

2.3 Imagine that you are a non-indigenous person, and you have just taken a new job working for a small counselling organisation in Katherine in the Northern Territory. Most of your organisation’s clients are Aboriginal people who have been referred to the organisation by government departments such as the Department of Children and Families. While you are an experienced counsellor, you have not previously had much experience working with Aboriginal clients.

1. What steps could you take to improve her knowledge and cultural competence before beginning your new role? (Your response should be approximately 50 words)

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| Student’s response must demonstrate an understanding of appropriate strategies that could be used to improve cultural competence to work with Aboriginal clients.  Responses may include but are not limited to:   * Fully considering and addressing any cultural preconceptions * Reading / watching films / participating in cultural events / learning more about First Nation Australians and their culture * Discussing with suitable people – e.g., Aboriginal Australians or other workers with experience in the area * Engaging in training * Reviewing all organisational policies and processes * Consulting Government and Aboriginal and/or Torres Strait Islander organisations for information * Having organisation introduce me to community elders and leaders * Improving knowledge of Aboriginal culture while recognising that every individual is unique so not making assumptions   This question requires students to apply knowledge from throughout the Study Guide, particularly information presented under the **Valuing and Respecting Diversity During Service Provision** heading**,** and in Reading D. |

1. Consider the nature of the organisation and your lack of experience working with Aboriginal clients. Briefly outline two (2) potential sources/causes of conflict or misunderstanding that could limit your ability to develop an effective helping relationship with Aboriginal clients. Hint: see Reading D. (Your response should be approximately 50 words)

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| Student’s response must demonstrate an understanding of at least two potential source of conflict or misunderstanding when working with Aboriginal clients.  Responses may include, but are not limited to:   * Because clients are referred by government departments they may not trust the worker * Lack of experience may mean that worker fails to understand cultural differences and adapt their communication and approach accordingly (e.g., issues in relation to differences in communication style, need to talk about ‘person before business’, self-disclosure, perspectives on time limits of sessions and timing of appointments, English language proficiency, approach to questioning, eye contact, etc. * Lack of previous contact with the Aboriginal community leaders may result in clients not fully trusting the worker.   This question requires students to apply knowledge from throughout the Study Guide, particularly information presented under the **Valuing and Respecting Diversity During Service Provision** heading**,** and in Reading D. |

1. Imagine that one of your first clients is Wanda, a 22-year-old Aboriginal woman with a four-year-old daughter. She has been referred to the organisation for potential placement in a group counselling program designed to assist clients with alcohol dependency. Your role is to conduct the initial interview to determine her suitability for the program. You are keen to begin establishing an effective therapeutic alliance so you greet Wanda with a loud and jovial welcome and shakes her hand before showing her into the office. Once in the office you ask Wanda a series of questions related to the information you are required to gather for the program’s intake form. While you maintain direct eye contact, you notice that Wanda continually looks down at the floor. Additionally, Wanda only seems to respond in a limited “yes” and “no” manner and fails to elaborate even when you ask her to clarify her response. As you continue, Wanda seems to become even more uncooperative and it seems to you that she is disinterested in the program. You notice a thought arising in your own mind, “Why should I help her if she doesn’t even want to help herself?”

Consider the impact that cultural factors may be having in this exchange. What assumptions and/or actions are you taking that might be causing issues and how can you change your perspectives and approach to adapt to cultural differences in order to more sensitively engage with Wanda? Hint: see Reading D. (Your response should be approximately 100 words)

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| Student’s response must demonstrate an understanding of how they could take into account cultural considerations and make changes to sensitively resolve issues.  Responses may include, but are not limited to:   * Reflection on the difficulties due to the difference in power – Wanda has been referred and may be scared that her child might be taken away. Worker should address these concerns * Possible language issues – worker did not confirm Wanda’s level of English comprehension – should check this and use interpreter if needed * Change rapport building approach to better reflect Aboriginal and/or Torres Strait Islander practices of “Person before Business” – don’t just launch into questions * Change questioning approach – don’t ask “yes/no” questions and use a less direct approach, two way exchange, and indirect questioning * Change eye contact – use more indirect eye contact and understand Wanda’s use of indirect eye contact does not necessarily indicate disinterest * Asking Wanda to clarify herself might cause anxiety and further withdrawal if she doesn’t understand or if the questions are culturally inappropriate. Change questions and approach to asking the questions * Loud jovial welcome in the waiting room might not have been cultural appropriate – seek advice and take cue from other workers/supervisor * Assumption of disinterest may indicate cultural bias – more fully consider cultural factors and try to understand Wanda’s perspective.   Note: student does not need to supply all of the above.  This question requires students to apply knowledge from throughout the Study Guide, particularly information presented under the **Valuing and Respecting Diversity During Service Provision** heading**,** and in Reading D. |

1. Imagine that you feel defeated and unsure of how you could continue to work with Wanda effectively. Who should you consult with or discuss your challenges with? (Your response should be approximately 20 words)

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| Students’ response must demonstrate an understanding of appropriate people for them to seek assistance from.  Responses may include   * Seek assistance from supervisor or experienced colleague. * With cultural liaison officer in the organisation if any. * Seek assistance from local Aboriginal community if appropriate. |

Integrating Your Knowledge

The following questions require you to draw upon all of the knowledge and skills you have learned throughout both Sections 1 and 2 of Part A of the Study Guide.

2.4 Edwina has recently started working as a counsellor. A new client, Sierra, has come to see Edwina. During the first session, Sierra tells Edwina that she is a transgender woman who has been struggling with issues of identity, self-esteem, social isolation, and marginalisation. Edwina has had previous experience working with a few different gay clients so she feels confident that she will be able to work with Sierra, reasoning that “all gay and transgendered clients experience the same issues”.

1. What is wrong with Edwina’s assumption that “all gay and transgendered clients experience the same issues”? (Your response should be approximately 30 words)

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| Student’s response must demonstrate an understanding that Edwina’s assumption was not culturally competent – e.g., all clients are unique – gay and transgendered clients may have different experiences/issues and that she can’t make assumptions of experiences. |

1. If you were Sierra’s worker, what steps would you take to help you create a respectful working relationship with Sierra? Consider what assumptions you would or would not make, where you might be able to obtain information to improve your cultural competence in working with a transgender woman, and how you could demonstrate your respect for Sierra. (Your response should be approximately 50 words)

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| Student’s response must demonstrate an understanding of at least one method that could be used to improve cultural competence, improve knowledge, and/or demonstrate respect.  Responses may include, but are not limited to:   * Not making any assumptions and instead respectfully exploring issues with Sierra * Obtaining additional information from specialist services / transgender advocacy organisations * Talking to Sierra and asking respectful questions to improve understanding * Acknowledging to Sierra any lack of experience / questions / concerns and addressing them in an open and respectful manner. |

2.5 George is a counsellor working in a local community organisation. A new colleague, Fiona, has started work today. Fiona uses a wheelchair. Even though the organisation’s facilities are set up to cater for individuals in wheelchairs, George decides that Fiona requires his assistance. Throughout the day George regularly pops into Fiona’s office and offers to bring her coffee and water and also takes it upon himself to show Fiona’s clients into her office so that Fiona doesn’t need to go out to meet them in the waiting room. By the end of the day Fiona is very frustrated – she has found George’s behaviour quite offensive and condescending.

1. Why might Fiona have found George’s actions offensive and condescending? (Your response should be approximately 30 words)

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| Student’s response must demonstrate an understanding of why Fiona might have found George’s actions offensive / condescending.  Responses may include, but are not limited to:   * George disrespected Fiona’s abilities – the work environment was set up to allow her to complete all tasks but George assumed she needed help * George did not ask if Fiona wanted help – instead he imposed his actions upon her. |

1. Consider the extract from your organisation’s diversity and inclusion policy (see below).

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| **DIVERSITY AND INCLUSION POLICY**  We are committed to providing an inclusive environment in which difference is recognised and valued. By bringing together individuals from diverse backgrounds and giving each person the opportunity to contribute their skills, experience, and perspectives, we believe that we are able to be a truly effective community services organisation.  How we support diversity and inclusion:   * We embrace workforce diversity and welcome employees of all ages, genders, race, national or ethnic origin, religion, language, political beliefs, sexual orientation, and physical ability. * We value diversity of perspective and at all times seek to leverage the diverse thinking, skills, experience, and working styles of our employees * We have built a flexible organisation that provides opportunities for work arrangements that accommodate the diverse needs of individuals. For example, all of our offices have been adapted to enable ease of use by both employees and clients with mobility issues and adaptive technology is available for employees and clients with vision and hearing issues.   Expectations for our employees:   * All employees are expected to treat all co-workers and clients with respect at all times. Discrimination and unfair treatment is unacceptable and will not be tolerated. * When engaging with other workers or clients from diverse backgrounds, employees are expected to work in a manner that appropriately respects the others’ diversity. For example, employees should:   + Never make assumptions about the other person’s needs or abilities   + Recognise the full range of skills and talents of diverse people   + Take the time to get to know the individual   + Politely enquire whether someone needs assistance rather than providing it without their request. * Employees are expected to report any issues that they observe in relation to diversity and inclusion to their line manager. |

Imagine that you have observed George’s interactions with Fiona, and become concerned about potential conflict between them. Write down what you would say to George to help him understand what he could do differently in order to form a more effective workplace relationship that appropriately respects Fiona’s diversity? (Your response should be approximately 120 words)

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| Student’s response must demonstrate the ability to form appropriate response to a situation where misunderstandings may arise of diversity.  Responses will vary, however, must include a script demonstrating appropriate and respectful verbal communication. of at least one thing they would do differently to more effectively develop an effective workplace relationship that respected Fiona’s diversity.  Responses may include, but are not limited to:   * Don’t make assumptions about Fiona’s needs or abilities * Don’t assume Fiona needs help – view her as a competent co-worker * Ask her if there is anything that she would like assistance with rather than assuming that she requires it.   Example response:  “George, I noticed that you’ve been keen to help Fiona settle in and I appreciate that good will. I do have some concerns that I hope to discuss with you. In our workplace we value diversity and respect each other in how we all do things in different ways. It is important that we don’t assume that Fiona needs help unless she requests for it. It is important for Fiona that she has her space and time to work it out for herself. I understand you’re trying to be helpful but perhaps we could ask her first prior to offering assistance so she can decide what’s best for her. How does that sound to you?” |

2.6 Imagine that you are a counsellor working for a local hospital. A new client, Sum, has been referred to you. Sum is a 47-year-old woman who has been diagnosed with liver cancer. While her doctors have recommended a radiation therapy treatment, Sum wishes pursue a traditional medicine treatment approach rather than what she views as the ‘harsh poisons’ of Western medicine. Sum identifies quite strongly with her Chinese identity and has continued with her traditional cultural practices after migrating to Australia fifteen years ago. During your first session, Sum tells you that some of the hospital staff have been quite rude to her and belittled her beliefs in traditional medicine and that she is concerned that you will also try to convince her to change her treatment approach.

1. As Sum’s counsellor, would it be appropriate for you to try to change her beliefs and encourage her to pursue the radiation treatment? Explain your answer. (Your response should be approximately 20 words)

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| Student’s response must demonstrate an understanding that it would NOT be appropriate to try to change Sum’s beliefs because as Sum’s case manager you should respect her cultural beliefs and practices.  Students may respond that it would be appropriate to sensitively and respectfully help Sum explore her beliefs and options. |

1. As Sum’s counsellor, you want to ensure that you create a culturally and psychologically safe service environment for Sum, however, you know very little about traditional Chinese cultural beliefs and you are concerned that you may inadvertently say or do something that could harm the therapeutic relationship. Outline the steps you will take to obtain information and/or assistance that you could use to help you develop a culturally appropriate approach to your work with Sum. (Your response should be approximately 50 words)

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| Student’s response must demonstrate the ability to address difficulties with appropriate people and seek assistance that would allow them to develop a culturally appropriate approach to working with Sum.  Responses may include, but are not limited to:   * Specialist services / Chinese cultural organisations * Government departments on multicultural affairs * Supervisor * Work team / other staff who might have specialist knowledge * Books / training programs about Chinese cultural beliefs * Sum herself |

1. What strategies would you employ to ensure that you demonstrate a respect for, and sensitivity to, her culture during all of your communications and work with Sum? (Your response should be approximately 50 words)

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| Student’s response must demonstrate an understanding of culturally appropriate work practices.  Responses may include, but are not limited to:   * Acknowledging and respecting Sum’s cultural beliefs. * Not attempting to impose own beliefs onto Sum * Seeking out additional information / assistance * Addressing lack of cultural knowledge and endeavouring to learn from Sum * Adapting communication practices based on Sum’s cultural communication style / beliefs * Being vigilant for any reactions from Sum and adapting approach accordingly * Arranging for interpreter if language barriers become an issue |

1. You are concerned about what Sum told you regarding some of the other staff members belittling her cultural beliefs so you decide to raise the matter with your supervisor. Your supervisor has asked you to make some recommendations about what could be done to encourage acceptance of cultural diversity and eliminate bias and discrimination within the workplace. Briefly outline two (2) specific strategies that you would recommend the hospital implement and explain how each strategy would encourage acceptance of cultural diversity within the workplace. (Your total response should be approximately 100 words)

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| Student’s response must demonstrate an understanding of two organisational strategies that can reduce bias and discrimination in the workplace and how each strategy can encourage acceptance of cultural diversity.  Strategies may include, but are not limited to:   * Policies and procedures to encourage the consideration of cultural factors when working with clients. * Organisational documentation considers cultural context (e.g., forms gather appropriate information about the client’s cultural beliefs and practices). * Training programs in cultural competence. * The use of culturally sensitive information and promotional literature in the workplace (e.g., information literature written in languages other than English are available). * Work teams are made up of members from diverse cultural groups (this provides an opportunity for workers to learn from each other). * The presence of representatives from a range of cultural groups on decision-making committees and management. * Ensuring that all workers identify and apply culturally appropriate communication styles (e.g., eye contact and touch are culturally sensitive forms of communication).   Note: Students must also explain how their chosen strategies would encourage acceptance of cultural diversity within the workplace (e.g., policies/procedures/documentation/training would formalize the need to consider cultural factors and ensure workers view cultural competence as a central part of their role OR cultural diversity in work team / decision making committees ensure that diverse cultural needs are considered and creates an environment of cultural acceptance. |

2.7 Imagine that you are working for an organisation that provides counselling and support services for disadvantaged clients. You have been referred a new client, Giovani, whom you are required to ask a series of personal questions to collect information for intake assessment. The referral form indicates that Giovani is a 62-year-old man who migrated to Australia ten years ago. The form indicates that Giovani speaks both Italian and English.

a) Upon starting the intake interview you note that Giovani asks you to repeat most of your questions and that he only answers ‘yes’ or ‘no’, even when the question requires a more explanatory response. You suspect that Giovani may not understand much of what you have been saying. Considering the existing language barrier, describe how you might go about communicating with Giovani to communicate in the most efficient way possible in this situation. (Your response should be approximately 50 words)

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| Student’s response must demonstrate the ability to use effective strategies to communicate where a language barrier exists.  Response may include reference to:   * Speaking slowly and enunciating words clearly * Avoiding the use of jargon. * Rephrasing any words that are not understood. * Speaking in clear, simple and direct English (e.g., avoid long or difficult words). * Speak in short rather than complex sentences. * Pausing to check for understanding by seeking a response from the other party. * Asking for clarification and seeking feedback if you are unsure of the other party’s message. * Using appropriate gestures and facial expressions to support your verbal meaning. * Using resources within your organisation such as bi-lingual colleagues and having commonly used resources printed in the common language of clients. * The use of international signage and symbols. |

b) You decide that there is a need to arrange for an interpreter so that you can complete the intake interview and gather accurate information. Review your organisation’s guidelines for the use of interpreters (see below) and respond to the following questions.

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| **GUIDELINES FOR THE USE OF INTERPRETERS**  An accredited interpreter should be used in all situations in which the client requests an interpreter or when the worker assesses the client’s English skills to be inadequate for the communication situation.  If you identify the need for an interpreter, you should obtain the client’s permission to arrange for an interpreting service. This will require you identifying the client’s preferred language. If the client speaks sufficient English then ask them what language interpreter they would prefer (e.g., “I can arrange for an interpreter to help us understand each other. What language do you prefer speaking?”). If you believe that you already know the client’s preferred language you should still confirm this with them. For example, you might say, “I would like to arrange for a Cantonese interpreter so that I can better help you. Is this OK with you?” Remember to speak in a clear and respectful manner.  Interpreters can be accessed through the Translating and Interpreting Service by calling 131 450.  You must prepare for the interpreting session by:   * Briefing the interpreter by providing general background information, such as the reason for the session, specific terms to be used, and what needs to be achieved. * Stress the importance of confidentiality   During the interpreting session you must:   * Talk directly to the client (not the interpreter) * Use welcoming and open body language and maintain eye contact with the client if the interpreting is occurring face-to-face. * Use clear language and avoid using slang, colloquialisms and metaphors. * Make one point at a time. Pause until the end of a full sentence. Keep questions, statements and comments short. This allows the interpreter to understand and remember what is being said and to interpret in stages. * Allow the interpreter to clarify information with you. If there is a need to clarify, ask the interpreter to explain this to the client first. * Allow the client to ask questions or raise issues at any time in the interview. * If you have any questions about the client’s cultural background, ask the client directly and not the interpreter. * Summarise the discussion occasionally to ensure the client understands the information. |

What would you say to Giovani to respectfully advise him that you would like to arrange for an interpreter? (Your response should be approximately 30 words)

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| Student’s response must demonstrate an ability to treat Giovani with respect while explaining the need for an interpreter (e.g., student’s response should not use any abrupt or discriminatory language)  Example response:  “(In a clear, slow, but respectful manner) Giovani, I would like to arrange for an Italian interpreter so that I can better help you. Is that OK with you?” |

c) Imagine that Giovani has agreed for you to arrange interpreting services. How would you arrange for an interpreter? Who would you call? (Your response should be approximately 10 words)

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| Student’s response must refer to the Australian Government’s Translating and Interpreting Service (TIS). |

d) Imagine that you’ve been assigned an Italian-English interpreter, Giulia, on the phone. Write down what you would say to Giulia before re-conducting the intake interview with Giovani. Hint: You must follow guidelines from your organisational procedures above. (Your response should be approximately 70 words)

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| Student’s response must demonstrate the ability to seek assistance from interpreters by providing a script of briefing to the interpreter.  Responses should include the following information as per the procedures:   * general background information, such as the reason for the session, specific terms to be used, and what needs to be achieved. * Stress the importance of confidentiality   Example response:  “Giulia, my name is \_\_\_\_\_\_\_\_\_, Thank you for helping us today. I am working with Giovani here in an intake process, which means I will need to ask Giovani some personal questions and collect his information here. It is important that I emphasise that information discussed in our conversation today must be kept confidential and not disclosed to third party. Have you got any questions before we make a start?” |

1. While using the interpreter, explain how you go about monitoring your verbal and nonverbal behaviours to ensure that you continue to show Giovani respect and build an effective relationship with him? (Your response should be approximately 50 words)

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| Student’s response must demonstrate an understanding of how to effectively engage client while using an interpreter.  Responses may include, but are not limited to:   * Continue to communicate with Giovani rather than the interpreter – e.g. look at Giovani, address questions to Giovani * Continue to use welcoming and open body language * Ensure Giovani understands everything and has the opportunity to have all questions answered to his satisfaction |

PART B Section 1

Introduction to Aboriginal and Torres Strait Islander Cultural Safety

What is Cultural Safety?

1.1 Define the term ‘cultural safety’ and explain why it is important for any counselling/community services organisation to promote culturally safe practices when working with Aboriginal and/or Torres Strait Islander clients. (Your response should be approximately 75 words)

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| Student responses will vary. Students must demonstrate an understanding of the concept of cultural safety and why it is important in community services work with Aboriginal and/or Torres Strait Islander clients.  Students’ responses may include, but are not limited to, reference to:   * Cultural safety encompasses both a reflection on individual cultural identity and a recognition of the impact of personal culture on one’s own professional practice as well as a recognition of the impact that cultural issues have had on clients and wider society. * Culturally safe work practices empower clients and enable them to contribute to the achievement of positive outcomes as a result of engagement. * It is important for community services organisations to promote cultural safety due to the history of injustice faced by Aboriginal and/or Torres Strait Islander peoples and to promote more effective service provision based upon an understanding of these issues. |

1.2 In the Study Guide, you learned that cultural safety is considered an ‘outcome’ instead of something that practitioners or organisation can provide. What implication does this have on promotion of cultural safety when working with Aboriginal and Torres Strait Islander peoples? (Your response should be approximately 30 words)

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| Students’ responses should demonstrate an understanding of concept of cultural safety as an outcome determined by the clients/consumer, hence engagement with them is necessary for promotion of cultural safety.  Responses may include reference to:   * It requires us to ask the client or service recipient whether they felt they were treated with respect, and had their culture, values and preferences taken into account—whether they felt safe. * It requires practitioners and services to not only be culturally aware and competent, but also have an ongoing commitment to engage recipient of services to determine and improve their experiences of safety. |

Aboriginal and Torres Strait Islander Peoples in Australia

1.3 A common misconception is that Aboriginal and Torres Strait Islander peoples are homogenous in culture. Based on your Study Guide, outline three (3) things that highlight the diversity of Aboriginal and Torres Strait cultures. (Your response should be approximately 70 words)

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| Students’ responses must demonstrate an understanding of the diversity of Aboriginal and/or Torres Strait cultures.  Responses may include reference to:   * Each culture has their own languages, kinship structures, cultural practices and ways of life. * Connection to land is central to Aboriginal peoples. They are connected to the land through their stories, knowledge, culture and traditions. * Aboriginal peoples lived in small family groups with each family group living in a defined territory. Groups had their own distinct history and culture. * Torres Strait Islander peoples have a strong connection to the sea and traditionally engaged in trade with other islands and with people of Papua New Guinea. * The culture of Torres Strait Islanders is complex – it varies between each island or community; consists of Australian, Papuan and Austronesian elements; with a range of languages spoken among Torres Strait Islanders.   Other appropriate responses should also be accepted. |

Impact of Cultural Factors on Service Delivery

1.4 In **Impact of Cultural Factors on Service Delivery** in the Study Guide, four (4) critical factors that may impact service delivery to Aboriginal and/or Torres Strait Islander peoples ae outlined. Describe these factors and their potential impact on service delivery. (Your total response should be approximately 200 words)

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| Student responses will vary. Students must demonstrate an understanding of the cultural factors that may impact service delivery for Aboriginal and/or Torres Strait Islander clients:   * Impact of European settlement * Loss of land and culture * Racism and discrimination * Present power relations.   Example response:  The European colonisation of Australia was characterised by unjust treatment of Aboriginal and/or Torres Strait Islander people. The period of colonisation saw a huge decrease in the number of First Nation peoples in Australia, and those who remained were often segregated from the settler population and forcibly removed from their communities. This has led to a distrust of western systems that remains today. Aboriginal and Torres Strait Islander people were forced off their land and many children were taken and put into residential school or white foster homes. This stripped many people of their traditional culture and ways of life. Racism and discrimination still exist today, and many Aboriginal and Torres Strait Islander Australians report experiences of both personal and systemic discrimination. These factors have exacerbated the imbalance in power relations. Aboriginal people have been socio-economically disadvantaged. The settler population is seen as having more power and control over how society operates, including how services are developed and implemented. In many cases, this is not consistent with their cultures. All of these issues act as barriers to service access for Aboriginal and Torres Strait Islander people and must be overcome for relationships and trust to improve. |

1.5 Aboriginal and Torres Strait Islander people have experienced significant historical injustice and present, pervasive discrimination that has resulted in increased risk for trauma and its associated symptoms. Complete the following table by describing how trauma might affect a person’s ability to make decisions, communicate, understand, and retain information. (Your total responses should be approximately 80 words)

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| Students’ response must demonstrate an understanding of the impact of trauma on decision making, communicating, understanding, and retaining information. | |
| **Impact of trauma on a person’s ability to:** | |
| a) Make decisions | Responses may include, but are not limited to:   * People who have experienced trauma might find it more difficult to make accurate judgments of their situation. * Decision are more likely to be influenced by emotions of fear and/or anxiety. |
| b) Communicate | Responses may include, but are not limited to:   * People who have experienced trauma may have difficulty concentrating on what another person is saying because of intrusive thoughts. * Trauma may case communication breakdown within the family. |
| c) Understand information | Responses may include, but are not limited to:   * Trauma can make people feel exhausted or confused. * Trauma can cause difficulty in how people process information. |
| d) Retain information | Responses may include, but are not limited to:   * Symptoms of trauma such as intrusive thoughts and sleeplessness can affect a person’s memory and make it more difficult to remember things. * Memory, in general, can be impacted negatively by trauma, making it harder to retain information. |

1.6 Is promoting cultural safety of Aboriginal and Torres Strait Islander a legal responsibility of counsellors/counselling services? Explain your reasoning. (Your response should be approximately 30 words)

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| Students’ response must demonstrate an understanding of the legislative context for Aboriginal and/or Torres Strait Islander cultural safety.  Responses may include reference to the following information in the Study Guide:   * Various federal and state-based anti-discrimination laws are set out to protect individuals from being discriminated over their characteristics, including race or cultural identity. Hence, providing a safe and discrimination-free workplace and service environment to Aboriginal and Torres Strait Islander clients and staff is an essential part of complying with these legislative requirements. |

Integrating Your Knowledge

The following questions require you to draw upon all of the knowledge and skills you have learned throughout this section of the Study Guide.

1.7 Part of developing your cultural competence and promoting cultural safety involves developing a deeper understanding of the specific cultural issues and needs of your local Aboriginal and/or Torres Strait Islander communities. In order to respond to the following questions, you must research your local Aboriginal and/or Torres Strait Islander communities. You should conduct some online research and make contact with local cultural organisations in order to develop your knowledge and respond to the following questions.

a) From your research, briefly outline at least one thing you learned about each of the following:

* Which Aboriginal and/or Torres Strait Islander people(s) are the traditional custodians of the land?
* What are the cultural beliefs and practices of the local people(s)?
* What impact did European settlement have on the local Aboriginal and/or Torres Strait Islander people(s)?
* In what ways did the people(s) experience loss of land and culture?
* How important are traditional laws and kinship relations to the local Aboriginal and/or Torres Strait Islander people(s)?

(Your total response should be approximately 250 words)

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| This is a research question that requires students to engage in self-directed learning.  Student must demonstrate that they have researched and learned at least one thing in each of the following areas in their local community:   * Which Aboriginal and/or Torres Strait Islander people(s) are the traditional custodians of the land? * What are the cultural beliefs and practices of the local people? * What impact did European settlement have on the local Aboriginal and/or Torres Strait Islander people? * In what ways did the local people experience loss of land and culture? * How important are traditional laws and kinship relations to the local Aboriginal and/or Torres Strait Islander people?   Example response:  I reside in Kingaroy in the South Bernett region of Queensland. The Aboriginal peoples who originally inhabited this area are the Wakka Wakka people.  The Wakka Wakka people have a deep connection to their land and waters. The language still exists, unlike many others that have become extinct. Dance and art are very much a part of the Wakka Wakka peoples’ cultural expression.  The area was settled by Europeans in 1847. They took over the land for farming and sheep pastures. The people were forced into small ‘missions’ with many other Aboriginal people with vastly different cultures, who under the control of European colonisers for over 100 years. Despite this, their culture has thrived and turned into a unique identity for the people of the land and other groups forced into the area.  The Wakka Wakka people were forced from their traditional lands and made to live in missions. Many children were taken from their families and placed in schools and with settler families to assimilate them into western culture.  Wakka Wakka families are very close and there is much significance place on extended kin networks. For example, cousins are thought of in much the same regard as brothers or sisters. |

b) Consider what you have learned about the impact of Australia’s dominant culture, systems, and structures on Aboriginal and Torres Strait Islander communities. Also consider the culture, systems, and structures in place in your local community. What impact do you think these factors have on your local Aboriginal and/or Torres Strait Islander community’s engagement with local services? (Your response should be approximately 100 words)

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| Responses will vary. Student’s response must demonstrate an understanding of own culture/western systems and structures and how these impact upon engagements with services.  Responses may include, but are not limited to, reference to:   * Past and present power relationships have resulted in many Aboriginal and/or Torres Strait Islander individuals having a distrust of services * Most services are established to complement dominant/Western systems and processes with little flexibility for Aboriginal and/or Torres Strait Islander communities which can impact the usefulness of services for the communities. * Racism and discrimination prevalent in local community can be help by service providers and also discourage Aboriginal and/or Torres Strait Islander peoples’ engagement with necessary services.   Other correct/logical responses should also be accepted. |

c) Imagine that you are working for a counselling/community services organisation in your local community. Based upon your contact with local Aboriginal and/or Torres Strait Islander organisations, what have you learned would be the most important elements to establishing Aboriginal and/or Torres Strait Islander cultural safety and promoting engagement in services offered by your workplace? (Your response should be approximately 100 words)

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| Responses will vary. Student’s response must demonstrate an understanding the most important factors in promoting cultural safety and encouraging service use in their local community.  Responses may include, but are not limited to, reference to:   * Training local staff in cultural safety issues * Promoting flexible service provision * Encouraging emphasis on community control or ownership * Making time to develop skills within the Aboriginal community and a general level of understanding of the local Aboriginal community for mainstream service providers. * Ensuring all service providers treat clients with respect and dignity.   Other correct/logical responses are also acceptable – there are a wide range of possible responses. |

d) Aboriginal and/or Torres Strait Islander Australians experience higher rates of some health problems than wider Australian communities. Briefly outline the common health issues experienced by Aboriginal and/or Torres Strait Islander peoples and explain how past and present social issues have contributed to this disparity. (Your response should be approximately 100 words)

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| Responses will vary. Student’s response must demonstrate an understanding of common health issues experienced by Aboriginal and/or Torres Strait Islander peoples and how past and present social issues have contributed to the disparity.  Responses may include, but are not limited to, reference to:   * Aboriginal and Torres Strait Islander Australian experience higher rates of chronic illness including cancer, cardiovascular diseases, mental and substance use disorders, cancer, chronic kidney disease, diabetes, vision loss, hearing loss and selected musculoskeletal, respiratory, neurological and congenital disorders * The disparity has been created and exacerbated by issues stemming as far back as European colonisation. Loss of land, loss of culture, and poor treatment has resulted in a cycle of poverty for many Aboriginal and/or Torres Strait Islander communities. These led to the vicious cycle of disadvantages such as lower economic participation and overrepresentation in justice system. * A range of factors that impacted on their access remoteness, affordability, past experiences of racism, stigma, shame, and cultural safety. * Social issues of discrimination and the structure of the healthcare system (which means there is inadequate services in Aboriginal and/or Torres Strait Islander communities) also impacts upon engagement with healthcare services (e.g., many communities don’t receive adequate health care). * Social issues and structures mean that many communities receive inadequate education as well as access to adequate nutrition which exacerbates health issues.   Other correct/logical responses are also acceptable – there are a wide range of possible responses. |

PART B Section 2

Modelling Cultural Safety In Your Own Work

2.1 Consider everything you have learned about cultural awareness, cultural competency, and cultural safety. Explain how both cultural awareness and cultural competence help promote cultural safety when working with Aboriginal and Torres Strait Islander clients. Your response should be approximately 75 words)

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| Student’s response must demonstrate an understanding of the relationship between cultural safety and both cultural awareness and cultural competence.  Responses may include, but are not limited to, reference to:   * Cultural awareness can help you to understand that there are cultural differences as well as helping you to understand critical cultural issues. * Cultural competence means having skills and knowledge to enable the counsellor to be effective in cross-cultural situations. It can help workers adapt their approach to better meet the needs of diverse clients. * Both cultural awareness and cultural competence are important in helping an individual promote cultural safety but cultural safety is more than just having awareness and competence. It also requires a genuine review of where power imbalances within the service relationship and delivery system that may be culturally unsafe.   This question requires student to reflect on what they have learned in Section 1 of Part B of the Study Guide. |

Ground Practice in Self-Awareness

2.2 Remember your initial thoughts to the self-reflection question under **Ground Practice in Self-Awareness** heading in the Study Guide:

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| **Self-Reflection**  Reflect on your own day-to-day experiences. Do you relate to any of the privileges in Reading F? Are there any privileges she mentioned that you do not experience? Are there any you might add? How will you use your improved awareness of your position of privilege, or lack thereof, to promote cultural competence in your work? |

In the space below, reflect on your initial thoughts in relation to this question. Do you relate to any of the privileges in the reading? Are there any privileges she mentioned that you do not experience? Are there any you might add?

You must also outline how you intend to use your improved awareness of your position of privilege, or lack thereof, to promote cultural competence in your work.

Note: This is a self-reflection question. While there are no specified answers, your response must demonstrate that you have reflected on your own culture and points of privilege and considered how your improved self-awareness might contribute to enhanced cultural competency as a counsellor. (Your response should be approximately 200 words)

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| This is a self-reflection question. Individual answers. Student’s response must demonstrate a reflection of their own culture and points of privilege and consideration of how their improved self-awareness might contribute to enhanced cultural competency as a counsellor.  Example response:  “Some of the privileges I related to include that I can be pretty sure of having my voice heard in a group of people in which I am the only member of my race; I can swear and this will not be attributed to the bad morals of my race; I can easily buy post cards, posters, and picture books that are reflective of people of my race; and I can feel welcomed and normal in the usual walks of public life, institutional and social. I will use this knowledge to ensure that the clients I work with also experience these privileges when I am engaging with them. For example, I will make sure that I use print materials with positive representations of Aboriginal and Torres Strait Islander people when working with First Nation clients. I will also make sure that I challenge my biases and not judge the negative behaviours of my clients as being rooted in their race or culture.” |

2.3 Aboriginal and Torres Strait Islander cultures are rich and full of diversities. As such, it is important for both non-indigenous and Aboriginal and/or Torres Strait Islander counsellors to continuously reflect on your awareness of own and other cultures in your practice.

1. Reflect on how much you know about your own culture. Is there anything that you find helpful or unhelpful to you as you come to work with Aboriginal and/or Torres Strait Islander clients?

Note: This is a reflective question. Whilst there are no specified answers, you must demonstrate that you have reflected on your awareness of your own culture. (Your response should be approximately 50 words)

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| Responses may vary, but must demonstrate an understanding the ability to reflect awareness of own culture.  Responses will vary. |

1. Reflect on how much you know about the Aboriginal and Torres Strait Islander cultures. Do you think you have sufficient understanding of their cultures to be able to work in a culturally competent manner with them? Justify your reasoning.

Note: This is a reflective question. Whilst there are no specified answers, you must demonstrate that you have reflected on your awareness of your own culture. (Your response should be approximately 50 words)

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| Students’ responses must demonstrate the ability to reflect awareness of Aboriginal and Torres Strait Islander peoples’ culture.  Responses will vary. |

1. Imagine your future career as a counsellor. Discuss how you plan to continuously reflect on your awareness of your own and other cultures in work practices. (Your response should be approximately 50 words)

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| Responses may vary, but must demonstrate an understanding of other techniques that can be used to reflect upon own practice and appropriateness of work with diverse clients.  Student’s responses may make reference to, but are not limited to:   * Supervision – talking with supervisor or manager about your decision-making with clients and reactions to people’s stories and situations * Reflective practice / reflexivity |

Considerations When Establishing Relationships with Aboriginal and Torres Strait Islander Clients

2.4 Imagine that you are a male, non-indigenous counsellor employed with a small community services organisation that operates a satellite program in an Aboriginal community every Tuesday from 12pm – 3pm. The satellite program is focused on harm reduction for local Aboriginal people. You have many resources, and are required to provide support for clients in the areas of smoking cessation, drug and alcohol awareness, and sexual health. The two workers who staff the satellite office are on a rotating schedule, so that you and a female worker are there every other week respectively.

Consider everything that you have learned about the potential impact of cultural factors on service provision, the issues that influence relationships and communication with Aboriginal and Torres Strait Islander peoples, and the personal and organisational practices that can be used to promote cultural safety when you respond to the following questions.

a) Your first client today is Amanda, a 20-year-old client from the community. She arrived in companion of another older female whom Amanda calls as Aunty Wanda. Outline the communication techniques you would implement to make sure you show respect for the cultural differences during the meeting. (Your response should be approximately 70 words)

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| Student responses will vary. Student must use communication techniques and work practices that show respect for cultural differences.  Responses may include, but are not limited to, reference to:   * Avoid direct eye contact. * Avoid pointing when emphasising a point * Check whether there is a need for interpreter. * Ask indirect questions instead of direct ones. * Avoid jargon or professional language. * Use visual instead of overly reliant on verbal. * Do not make assumptions, listen and learn from Amanda. * Make sure any written forms or materials are appropriate to use, or otherwise assist Amanda in filling out any forms. |

b) Would you invite Aunty Wanda to join your meeting with Amanda? Explain your reasoning. (Your response should be approximately 30 words)

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| Students’ response must demonstrate the ability to show respect for the cultural differences, by indicating that Aunty Wanda should be present if Amanda desires. |

c) Amanda starts to talk to you about wanting to quit smoking. When you ask Amanda why she wants to quit smoking, she starts to withdraw from the conversation and refuses to make eye contact. Amanda becomes quite agitated when you ask her more probing questions and asks when the other worker will be available to meet with her. You inform Amanda that the other worker will only be available next Tuesday as you are rostered on a weekly basis.

What Amanda has not told you, is that she has become pregnant, and this is the reason she wants to quit smoking.

Explain the impact of cultural factors on service delivery to Amanda (Your response should be approximately 60 words)

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| Students’ response must identify the potential impact of cultural factors impacting the service delivery, including but not limited to Amanda’s issue as ‘women’s business’ and the impact it has on service delivery to Amanda.  Example response:  “From a cultural perspective, Amanda would have considered her issue as women’s business and not appropriate to discuss with a male worker. Hence she wanted to withdraw and work with the other female worker instead. However, this will mean that she will need to wait another week to access the service. She may also choose not to return if she doesn’t think the service is culturally safe for her.” |

d) Based on what you have learned in the Study Guide, to what extent do you think cultural safety is integrated in the operation of this satellite office? Justify your reasoning. (Your response should be approximately 80 words)

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| Students’ response must demonstrate the ability to evaluate the extent to which cultural safety is integrated in own work and workplace.  Responses will vary, however, must be supported by reasonable justification.  Students may discuss, but are not limited to, one or more of the following:   * Cultural safety is likely enhanced given the mode of service delivery being situated within the community. * The workers’ practices have demonstrated respect and promoted self-determination. * The availability of workers is limited, particularly where it relates to men’s or women’s business. Clients like Amanda may feel less safe to access the service if there is no female worker there. |

2.5 When engaging with Aboriginal and/or Torres Strait Islander clients and communities it can be effective to use cultural brokers who can work in a wide range of roles – *liaison*, *catalyst for change*, *mediator*, and *cultural guide*. For each of the following scenarios, identify the type of role that the cultural broker is fulfilling.

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| **Scenarios** | **Role of cultural broker** |
| 1. You are working with a cultural broker to help bridge the barriers between local communities and your community services organisations. The cultural broker has knowledge of both the local Aboriginal and/or Torres Strait Islander communities as well as knowledge of your organisation. | Liaison |
| 1. You are engaging with a cultural broker to help transform your counselling service and make it a more inclusive and collaborative environment for Aboriginal and Torres Strait Islander clients. The cultural broker acts as a role model to the mainstream counselling service staff as well as clients accessing the service to demonstrate how that can overcome bias in the helping relationship. | Catalyst for change |
| 1. The cultural broker you have hired at your community services organisation is working to promote trust in the worker-client relationship and reinforce the importance of participating in services within a context of cultural safety. They are actively working to ease distrust of mainstream services that results from past and present power imbalances and to reduce those imbalances in power. | Mediator |
| 1. You have engaged with a cultural broker to join your counselling sessions with the consent of your client, to help you both better understand each other’s cultures. The cultural broker is engaged in helping you develop materials that are relevant to the Aboriginal and/or Torres Strait Islander culture of the community, including offering language translation for clients where English is their second or third language. | Cultural guide |

Promoting Cultural Safety in Your Work/Practice

2.6 Some crucial elements of cultural safety in your work practice include self-awareness of how your culture may affect your beliefs and values, and how these beliefs might impact your work; having a general understanding of the history and cultural diversity of Australia’s First Nation populations; and building relationships with local Aboriginal and Torres Strait Islander communities and organisations.

Imagine that you are working as a counsellor. As part of your organisation’s requirement, you are evaluating cultural safety in the intervention program you are running. What other practice strategies would you consider in your evaluation? You must identify at least two (2) areas you would consider in your evaluation. (Your response should be approximately 100 words)

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| Student responses will vary. Students must identify at least two areas of their practice they would consider when evaluating whether their practice is culturally safe for working with Aboriginal and Torres Strait Islander clients.  Responses may include, but are not limited to:   * I would evaluate how flexible I am in my delivery of services, including where my program is delivered, and make sure that I am working in a location that feels safe and comfortable for my clients, such as their home. * I would evaluate the costs of my program, and make sure that program provided to Aboriginal and Torres Strait Islander clients were done so at low to no cost. * I would evaluate my engagement with Aboriginal community members to make sure that Aboriginal and Torres Strait Islander peoples from the local community were involved in both planning and implementing program to clients from the community. * I would evaluate the extent to which Aboriginal and Torres Strait Islander peoples were represented in any advertising or print materials I use in my practice to ensure that clients see positive representations of their local communities. |

PART B Section 3

Develop And Evaluate Cultural Safety Strategies

Promoting Cultural Safety at an Organisational Level

3.1 Imagine that you are working for a mainstream counselling organisation. Your organisation is currently operating a series of group programs on substance use in an area with significant population of Aboriginal and Torres Strait Islander peoples.

a) Imagine that you have been engaged in an organisational audit to evaluate how the organisation is doing in relation to delivering a culturally safe service. Outline three (3) aspects that you may include in the audit assessment. (Your response should be approximately 70 words)

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| Student responses must demonstrate the ability to evaluate the extent to which cultural safety is integrated in own work and workplace, by outlining three aspects that they will include in the evaluation.  Responses may include reference to:   * Whether cultural safety is endorsed by the leadership at all levels and effectively communicated throughout the organisation * Whether Aboriginal and/or Torres Strait Islander staff and/or communities engaged in designing, delivering and evaluating policies and programs * Whether staff at all levels are supported to undertake ongoing cultural safety training and development. * Whether cultural safety practices are embedded within recruitment and retention processes. * Whether the existing policies, programs and procedures reflect cultural safety. * Whether staff consider promotion of cultural safety part of their responsibilities. * The existing practices and processes in place for individual staff and the organisation to reflect on their competency in cultural safety and seek improvements. |

b) Imagine that there is an Aboriginal cultural liaison worker, Tanya, in your organisation. Will you suggest that Tanya be involved in determining the key aspects of cultural safety assessment? If so, explain how Tanya could be best involved in planning this evaluation process. (Your response should be approximately 30 words)

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| Student responses must demonstrate the ability to establish key aspects of cultural safety in consultation with Aboriginal and/or Torres Strait Islander people. Responses may vary, however, must indicate that the student will work in consultation with the person.  Example response:  “Yes I think it is important that Tanya is involved as cultural safety is an outcome that can only be determined by Aboriginal and Torres Strait Islander peoples. I will engage her from the start including what cultural safety means for her and the local community, and what would be the best way of assessing the extent to which cultural safety is integrated in this workplace.” |

c) Imagine that your Aboriginal colleague informs you that she feels that some of the organisational policies and procedures were not designed to be inclusive of cultural needs of Aboriginal staff. From the audit, you also notice that there is also little understanding of Aboriginal and Torres Strait Islander history and culture in general among non-Indigenous staff in the organisation. Aboriginal staff stated that they did not perceive the workplace as inclusive. Identify two (2) possible issues that influenced the relationships and communication between Aboriginal and non-Indigenous staff. (Your response should be approximately 50 words)

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| Students’ response must identify at least two issues that influence the relationships and communication between Aboriginal and non-Aboriginal staff.  Responses may include reference to:   * the organizational policies and procedures were not developed in consultation with Aboriginal staff. * The lack of cultural competency or sensitivity among non-Indigenous staff (e.g., due to lack of training, awareness or that cultural safety was not embraced by the organisation).   Other appropriate responses may also be accepted. |

d) Based on your response to the previous question, what would you suggest for your organisation’s considerations in order to promote Aboriginal and/or Torres Strait Islander cultural safety in your workplace? (Your response should be approximately 30 words)

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| Students’ response must provide reasonable strategies that is relevant to promoting Aboriginal and/or Torres Strait Islander cultural safety in the context of this workplace.  Example of strategies may include:   * Review and adapt policies and procedures in consultation with Aboriginal staff. * Make sure that staff are provided with cultural safety training. * Embrace cultural diversity in the organisation (e.g., celebration of days significant to Aboriginal culture)   Other appropriate responses should also be accepted. |

Developing Partnerships with Aboriginal and Torres Strait Islander Peoples

3.2 Imagine that you are employed by a mainstream counselling and community services provider called Kookaburra Community Centre. Your managers have noticed that, despite making up a significant portion of the local population, the service is not being accessed by Aboriginal clients. Your manager asks you to develop partnerships with representatives from the local Aboriginal community organisation, Wiradjuri Community Centre to help determine the needs of the local communities, and if necessary, promote improved access for clients who may benefit from the services provided by your organisation.

a) How might you go about developing a partnership between your organisation and Wiradjuri Community Centre? (Your response should be approximately 50 words)

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| Student responses will vary. Students must identify strategies engaging Aboriginal communities in partnership development.  Examples of student responses may include, but are not limited to:   * I will take the time to know and connect with the Aboriginal and/or Torres Strait Islander partner (e.g., Elders, community organisations, or community members). * I will listen to and consult with Aboriginal and Torres Strait Islander peoples and communities. * I will follow through the partnerships with commitment. * I would recognise that Aboriginal communities and organisations may be operating with limited resources, and I would consult with them to find out what resources they may need and how the mainstream organisation could offer support. * I would make sure that mechanisms were in place to build the capacity of Aboriginal and/or Torres Strait Islander partners. * I would discuss with potential Aboriginal partners, the commitment to self-determination our agency will uphold, and the desire to have Aboriginal people control aspects of the partnership that directly impact their people and communities. * I would ensure that Aboriginal and/or Torres Strait Islander community and/or organisational partners wanted to, and had access to, participation at the highest levels.   Other appropriate response should also be accepted. |

b) From your interaction with the representatives from Wiradjuri Community Centre, you have learned that transportation is a significant barrier to the community accessing existing service. The group thinks that setting up a satellite office located within the existing community hall may improve and encourage access for some community members.

Identify two (2) other resources that your organisation may be able to offer to the partnership program. In your response, briefly describe how each resource can be utilised to support the partnership. (Your response should be approximately 50 words)

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| Student’s’ response must demonstrate the ability to identify at least two relevant resources that can be used and an understanding of how those resources could be used to support partnership.  Response may include:   * Knowledge and expertise: The organisation may be able to offer workers or train local member to operate the satellite office. * Financial: Funding or financial support may be required to support the expenses of operating the satellite office. * IT: Where technology may be required such as client database or to set up communication technology. * Recruitment: Offer support in recruiting appropriate workers for the role. * Intellectual property such as program materials to use, forms etc.   Other appropriate responses should also be accepted. |

c) Promoting self-determination and community control is important when partnering with Aboriginal communities. Imagine that you have reached initial agreement about trialling a satellite program within the community. The program will be delivered at the Wiradjuri Community Centre as a collaboration between two workers from your organisation as well as a couple of Aboriginal staff from Wiradjuri who can help out with cultural brokerage and interpretation. Discuss two (2) other strategies that you could integrate into the partnership to encourage self-determination and community control in this program. (Your response should be approximately 100 words)

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| Students’ response must demonstrate the ability to integrate at least two strategies that are likely to encourage self-determination and community control.  Responses may include reference to:   * Formalise the partnership to establish clear processes and agreements of roles and responsibilities of partners, such as that the partnership should be owned by the local community. * Work with the community to determine how the achievement of their partnership goals can be measured. * Make sure the planning and implementation of program are done with significant input and leadership by community stakeholders. * Train up people from the community to lead the program. * Set up clear plan that the partnership should be owned by the local community. |

d) Based on the example provided under **Document Cultural Safety Strategies** in the Study Guide, complete the following adapted MoU template by documenting the details relevant to the partnership discussed throughout this question. (Your total response should be approximately 100 words)

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| Students’ response must demonstrate the ability to devise and document ways to support the delivery of services and programs that are culturally safe and encourage increased participation. |
| MEMORANDUM OF UNDERSTANDING  **Between:**  “Kookaburra Community Centre” and “Wiradjuri Community Centre”  **1. Purpose of this document:**  “This Memorandum of Understanding outlines the intentions of both the Kookaburra Community Centre and Wiradjuri Community Centre for a shared commitment to work collaboratively in the development of culturally appropriate satellite program for Aboriginal people in the local area.”  2. **The parties agree that:** *(Brief description of the arrangements agreed e.g., resources and roles and responsibilities involved)*  Note: Responses may vary for this section depending on their responses to previous questions. Below are example responses only.   * “In this joint project, two workers from Kookaburra Community Centre will be working collaboratively with two cultural officer from Wiradjuri Community Centre to deliver service at the satellite office. * Satellite program will be located within Wiradjuri Community Centre’s site in the community. * The program will be funded by Kookaburra Community Centre.” |

3.3 There are several modes of service delivery discussed under the subheading **Modes of Service Delivery in**  the Study Guide that that promote the delivery of services that are culturally safe and promote increased participation. Select one (1) of these modes and describe it in the space below. Your response should include how you see the mode of service delivery as contributing to cultural safety an increased participation. (Your response should be approximately 100 words)

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| Student responses will vary. Students must identify one mode of service delivery and demonstrate an understanding of how it contributes to cultural safety and increased participation.  Examples of student responses may include:   * Outreach is a mode of service delivery that is mobile, so it brings a service or program right into the local Aboriginal and/or Torres Strait Islander communities. Outreach contributes to cultural safety because by working right in the local community, staff have opportunities to become more knowledgeable about local needs and approaches to solving them. Outreach can increase participation by reducing access barriers such as transportation. * Satellite service is a mode of service delivery that engages Aboriginal and/or Torres Strait Islander people in a location that is comfortable and convenient for them, usually within another local organisation or service building. Satellite services contribute to cultural safety because services are delivered in a comfortable environment with access to support from local people. They can improve participation because the satellite office is able to work closely and develop partnerships and trusting relationships with local organisations and staff, and can share resources, building capacity of local organisations. * Community controlled partnerships refer to a mode of service delivery that are planned, implemented and evaluated under the direct control of the local community. They promote cultural safety because they often involve participation by local Aboriginal and/or Torres Strait Islander people of influence, such as Elders, and are delivered by people from the local community who know the language and culture. Community controlled partnerships encourage participation by the local community because barriers such as language and lack of cultural knowledge are reduced. |

3.4 Self-determination must be the foundation of all work with Aboriginal and Torres Strait Islander communities. Self-determination involves partnering with Aboriginal and/or Torres Strait Islander communities and organisations at the highest levels of participation. Arnstein’s Ladder of Participation (1969) provides a useful tool for understanding the various levels of participation.

a) Complete the table below by correctly matching each description with the level of participation that is being described.

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| **Description** | **Level of Participation** |
| 1. At this level, the mainstream service organisation still largely informs the agenda of the partnership, however, Aboriginal and/or Torres Strait Islander communities and/or organisations have much more power and control over specific aspects of goal setting and activity implementation than they do in lower levels. This level of partnership is the most commonly found between mainstream and Aboriginal and/or Torres Strait Islander communities’ organisations. | Delegated power |
| 1. At this level, Aboriginal and/or Torres Strait Islander communities are both consulted and informed about the goals of the partnership, as defined by the mainstream service organisation. Aboriginal and/or Torres Strait Islander communities are carefully listened to during the decision-making process, however it is still predominantly up to the mainstream organisation to implement any recommendations. | Placation |
| 1. At this level, mainstream service organisations direct Aboriginal and/or Torres Strait Islander communities as to what to do without providing information to make meaningful decisions. Aboriginal and/or Torres Strait Islander organisations are simply asked to support the decisions of the mainstream service organisation. | Manipulation |
| 1. At this level, Aboriginal and/or Torres Strait Islander communities set the agenda for the partnership and are given full responsibility and power over the management of the partnership. The power lies with the Aboriginal and/or Torres Strait Islander community who can act to create meaningful change within the mainstream service organisation. At this level, full self-determination can be realised. | Citizen control |
| 1. At this level, Aboriginal and/or Torres Strait Islander communities or organisations are given lots of information about what may be involved in the partnership and they are encouraged to express their opinions. Unfortunately, these opinions may have little to no influence. | Consultation |
| 1. At this level, Aboriginal and/or Torres Strait Islander communities and organisations may be indirectly involved in decisions about the partnership and about the potential impact of the partnership on the local community, but are not given adequate information to make informed choices. This can act to recreate power imbalances. | Therapy |
| 1. At this level, the mainstream service organisation still holds most of the power. They make decisions and pass these decisions on to Aboriginal and/or Torres Strait Islander communities and organisations. The views and opinions of Aboriginal and/or Torres Strait Islander people are not actively sought in the decision-making process. | Informing |
| 1. Participation at this level ensures that Aboriginal and/or Torres Strait Islander communities are consulted, informed and participate fully in the decision-making process of the partnership, with some influence over what the partnership looks like in terms of goals and implementation of activities. | Partnership |

b) Keeping in mind the importance of self-determination, what levels of partnerships should community services organisations strive for according to this model? (Your response should be approximately 30 words)

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| Student responses will vary. Students must identify only the highest levels of participation: those that fall within the citizen power levels:  Examples of student responses may include:   * Community service organisations should strive to develop partnerships at the top three levels of the Ladder of Participation. * Community service organisations should try to engage in partnerships at the levels of partnership, delegated power, and citizen control. |

3.5 Imagine that you work as a counsellor in a mainstream health service, and your organisation implements the cultural safety policy provided under the subheading **Document Cultural Safety Strategies** in the Study Guide. Consider the strategies listed under “Policy Guidelines” of this document. Based on what you have learned in this unit, do you think these strategies are likely effective to improve communication between non-Aboriginal staff and Aboriginal and/or Torres Strait Islander clients or staff? Justify your reasoning. Hint: You are not expected to discuss every strategy listed; however, you should demonstrate that you have evaluated these strategies based on your understanding. (Your response should be approximately 100 words)

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| Students’ response must demonstrate the ability to evaluate ways to improve communication with Aboriginal and/or Torres Strait Islander people who may be clients or colleagues.  Responses will vary. |

Integrating Your Knowledge

The following questions require you to draw upon all of the knowledge and skills you have learned throughout this section of the Study Guide.

3.6 Imagine that you are working for a non-Indigenous organisation who has partnered with an Aboriginal community organisation to provide smoking cessation and other brief counselling interventions for the local community. Your manager has asked you to conduct a review to evaluate cultural safety and develop a plan to improve capacity for cultural safety and cultural competency within the partnership. You will be collaborating with a team of five, consisting of three staff from the partnering Aboriginal organisation.

a) Your first task is to work with your counterparts to agree on outcomes against which the cultural safety strategies will be measured. From your experience, you think that client participation and dropout rate will be important indicators of whether clients feel safe to attend and engage with services. The staff representing the Aboriginal community organization, however, suggests that the client’s sense of empowerment (e.g., whether they feel able to make own decisions) will be more important for assessing their cultural safety. What would be an appropriate way to respond in this situation? How would you go about agreeing on outcomes for measuring cultural safety? (Your response should be approximately 50 words)

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| Students’ response must indicate that they are willing to be flexible and adaptable toward outcomes identified by Aboriginal partners.  Example response:  “I will acknowledge the outcome identified by the aboriginal worker, and listen carefully to their reasoning as I believe that cultural safety is best determined by them within the context of local community. I endeavour to work with them to determine how we could effectively measure a client’s sense of empowerment in the evaluation.” |

b) The team agrees that it would be useful to develop some broad evaluation questions that can be used to obtain feedback from Aboriginal clients. Whilst your organisation has pre-set questionnaires that have been used for other program evaluation, you are concerned that they may not be culturally appropriate to use. How can you work with your Aboriginal team members to make sure that Aboriginal clients will be engaged in an appropriate and safe way? (Your response should be approximately 50 words)

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| Students’ response must provide steps that are likely to appropriately involve Aboriginal and/or Torres Strait Islander people in evaluations.  Responses may include reference to:   * Asking the Aboriginal team members for input on the best evaluation tool to use, or how the current tool can be adapted to better represent their priorities of culture, family and spirituality. * Have the team members translate the questionnaires to local language, alternatively, have the client feedback translated to English for the evaluation later on. * Obtain input from the community members so that adaptations can be made to the tool or appropriate questionnaires can be designed.   Other appropriate response should also be accepted. |

c) Imagine that one of the agreed measures of cultural safety is whether the client’s sense of safety has increased with an on-site Aboriginal liaison worker who also acts in the role of cultural interpreter where necessary. In the program, over 90% of the Aboriginal clients had chosen to have the cultural liaison worker in the intake session with them. These clients reported increased confidence that they understood the information provided to them and the procedures they consented to.

Based on the information above, determine if the cultural safety of providing on-site cultural liaison worker/interpreter has been effective in promoting cultural safety and self-determination of Aboriginal clients attending the service. Justify your reasoning. (Your response should be approximately 30 words)

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| Student responses must demonstrate the ability to evaluate programs and services against desired outcomes by indicating that the communication strategy (i.e., providing onsite cultural liaison worker/interpreter) has been effective for promoting cultural safety of clients attending the service. |

d) Imagine that during the program evaluation it was found that Aboriginal client utilisation of the partnership programs was 20% lower than anticipated. Team members from the local Aboriginal support organisation believe that some potential clients are uncomfortable with going into the mainstream service organisation to participate in the programs and think that it would be beneficial to provide alternative sites for program participation. Consider what alternatives there may be and, in the space below, outline at least one alternative strategy that you could discuss with the Aboriginal support organisation in order to improve program participation rates in order to get them closer to the desired outcomes. (Your response should be approximately 100 words)

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| Student responses will vary. Students are expected to draw on their knowledge of revising strategies and improving programs based on evaluation when working in partnership with Aboriginal and Torres Strait Islander communities and organisations from Part B Section 3 of the Study Guide, and Reading J.  Example response:  “In consideration of the Aboriginal support organisation’s belief that potential clients were uncomfortable with attending the mainstream service organisation to participate in programs, I would discuss with them the possibility of maximising participation through offering some of the programs at the Aboriginal support organisation’s sites. I would ask for their thoughts and feedback on which of their sites would be most appropriate to offer the programs in, in order to maximise program participation. I would also discuss the types of support they would need from the mainstream organisation in order to facilitate these programs at their sites.” |

e) Imagine that the Aboriginal workers inform you that they think written materials and application forms to participate in the programs within the partnership may be confusing and contain too much professional jargon that could act as a barrier for Aboriginal clients wishing to participate. She tells you that there are many people with low-level literacy in the community. What can you do to make those written materials and forms more accessible to such potential clients? (Your response should be approximately 50 words)

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| Student responses will vary. Students must identify strategies for making written materials and forms more accessible to Aboriginal clients.  Examples of student responses may include, but are not limited to:   * Work with a translator and re-write written materials in the language of the local community. * Work with the Aboriginal worker to remove any unnecessary professional jargon from written materials and application forms, and request that community members review the final document to ensure accessibility to the young people in the local community. * Make sure that there was a staff person, available in both partner offices, to assist clients to complete any written materials and/or application forms until forms and written documents could be changed to be more accessible. |

f) Through the evaluation, you think that your organisation is in need of some significant changes to promote cultural safety and encourage access for Aboriginal people. Your main goal is to promote a more inclusive and collaborative environment and reduce cultural bias in mainstream service staff. What type of cultural broker would you look to hire to support this process and why? (Your response should be approximately 50 words)

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| Student responses will vary. Students should recommend hiring a cultural broker in the role of catalyst for change, however, if they can offer a good reason for engaging another type of cultural broker, other answers may be accepted.  Examples of student responses may include, but are not limited to:   * I would hire a cultural broker in the role of catalyst for change because the organisation is in need of transformation to ensure the environment is more inclusive and collaborative. Cultural brokers as catalysts for change can act as role models to demonstrate to workers how to overcome bias in the helping relationship. * I would hire a cultural broker in the role of cultural guide because someone in this role could help the organisation better understand the culture of the local community in which they are operating and help to develop programs and materials that are more relevant to this population. |