**Marker**

**Guide 2**

Work with diverse people

CHCDIV001



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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 |