



CHCDIV001

# Work with diverse people

## **ASSESSOR GUIDE**

Assessment 3 of 3

Project 2 – Reflective Report



## Assessment Instructions

### Task overview

This assessment requires you to complete 2 reflective tasks. Read each set of instructions and task carefully before typing your response in the space provided.

To complete this assessment, you will need access to an electronic device such as a computer or tablet and have internet connection to conduct research as required, accessing various sources of information using digital media.

### Assessment Information

#### Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

#### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

## Task 1: Undertake a structured reflection

Reflect back on your role play task with Sasha as completed in Assessment 2 - Part B.

Use this experience to conduct a structured reflection following the 6 step Gibbs Reflective Cycle as set out below. For further information regarding this cycle, please refer to your Learning Resource.

Review each step in the cycle and address the supporting questions to guide and capture your reflection. NOTE: Reference to the situation relates to the case study and the role play.

**Assessor instructions:** Students answers must reflect each step in the cycle and capture a clear description per the role play captured in Assessment 2 Part B with Sasha.

Sample answers are captured in each section below. Student's reflective responses will vary based on their own feelings, experiences and role play.

<b>1. DESCRIPTION</b>		
What are the facts of the situation? Who was involved? What occurred? (Approximate word count: Up to 90 words)		
<p>Sasha is the daughter of Jason who is a new client in the facility.</p> <p>Jason has formed a close friendship with Paul who didn't have any close friends before they met.</p> <p>Sasha is religious and appears to be concerned about the relationship between her father and Paul, as she understand that Paul's lifelong partner was another male who is now deceased.</p> <p>The facility has a commitment to provide community mental health and rehabilitation services that are inclusive of all people, including LGBTIQI.</p>		
<b>2. FEELINGS</b>		
How did you feel when hearing of the situation? What do you think other people felt during the situation? How do you feel after meeting with Sasha? How do you think Sasha feels after the meeting? (Approximate word count: Up to 40 words each)		
Feelings before the role play	Mine	<p>Grateful for Paul and Jason's friendship.</p> <p>Empathetic towards Sasha's concerns for her father, while also a little uncomfortable as I do not share Sasha's concerns/beliefs.</p> <p>Aware of and intention to honor the facilities privacy, confidentiality and inclusiveness commitments.</p>
	Sasha's	<p>Fear of how a relationship with Paul will impact Jason.</p> <p>Concern for Jason's mortal soul should he enter a romantic relationship with Paul.</p>
Feelings after the role play	Mine	<p>Grateful that I was able to assure Sasha that Jason is well cared for.</p> <p>Grateful I was able to present support for Paul and Jason's friendship.</p> <p>Grateful I was able to maintain Paul and Jason's privacy.</p>

	Sasha's	<p>Somewhat reassured that Jason would be safe and supported during his time at the facility.</p> <p>Not entirely comfortable as their relationship will only be restricted if it poses an impact on their mental health.</p>
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**3. ANALYSIS**

What is your main area of concern? What is Sasha's main area of concern? What is Jason and Paul's main area of concern?

(Approximate word count: Up to 40 words each)

Your main area of concern	My main area of concern related to being able to assure Sasha that Jason is safe at the facility while maintaining Jason and Paul's rights to privacy and a discrimination free environment.
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Sasha's main area of concern	Sasha's opinions regarding her father's relationship with another resident. Her religious beliefs appear to play a significant role in her concerns for her father.
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Jason and Paul's main area of concern	Jason and Paul have no specific areas of concern identified, but must be supported in their friendship so far as it has a positive impact on their mental health.
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**4. EVALUATION**

What went well? What didn't go so well?

Were there influences or limitations that affected your actions or behaviors? Consider any social or cultural biases you or others may have had.

(Approximate word count: Up to 50 words each)

Went well	<p>Being able to meet with Sasha to hear her concerns and assure her that her father's care is my priority.</p> <p>Being able to provide professional information re: Privacy, confidentiality and a discrimination free environment.</p>
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Didn't go well	<p>Potential personal conflict: Perhaps student felt uncomfortable about the situation.</p> <p>Sasha would rather the relationship be ended by management, although this is not an option.</p>
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Influences or limitations	<p>I do not share Sasha's beliefs and found this a challenge as it negatively influenced my impression of her initially.</p> <p>Limitations on what could be offered by way of solution as I am unable to intervene in Jason and Paul's relationship.</p>
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**5. CONCLUSION**

What was the solution? What was the outcome?

How successfully was the situation handled? Were you satisfied with the outcome? Was Sasha satisfied with the outcome?

(Approximate word count: Up to 70 words each)

The solution	<p>The solution was to meet with Sasha and explain the following:</p> <ul style="list-style-type: none"> <li>• Priorities relating to supporting Jason's mental health.</li> <li>• Commitment to providing a discrimination free zone for all residents.</li> <li>• Commitment to providing privacy and confidentiality to all residents.</li> <li>• Commitment that should Jason and Paul's relationship start to impact their mental health in a negative way at all, centre staff will consider discussing that with them.</li> </ul>
Satisfaction relating to the outcome	<p>Sasha was not 100% satisfied with the outcome as she wanted the relationship ended to reduce the risks to her father.</p> <p>She was assured that staff would monitor both Jason and Paul and should the relationship create any negative impacts to either of them, they would consider options to resolve that.</p> <p>I was satisfied that I had the opportunity to draw awareness to the centres anti-discrimination, privacy and confidentiality commitments.</p>
<b>6. ACTION</b>	
<p>What would you do differently? What personal changes will you make to improve how you handled this situation?</p> <p>[Approximate word count: Up to 40 words each]</p>	
Do differently	<p>Discuss findings with supervisor earlier for advice and input.</p> <p>Include Jason/resident in the discussion.</p> <p>Have easy to access resources readily available including posters/signage of inclusivity and provide copies to Sasha in the meeting.</p>
Personal changes	<p>Attend further training on managing conflict with family/carers and residents.</p> <p>Consciously consider and limit my own personal bias before entering meeting to support people that may not reflect my personal beliefs.</p>

## Task 2: Undertake a self-assessment

Reflect and report on your own perspectives on diversity.

Use the self-assessment template provided below to think about your own values, beliefs and potential ability to deal with people with diverse values and beliefs, that may not reflect your own.

When you start working, how would you like to contribute to valuing diversity in the workplace. Consider the kind of workplace you would like to be associated with – what types of values would they reflect?

Review each element listed below and address the supporting questions to guide and capture your self-assessment.

NOTE: This is a self- assessment. Your answers are not being marked on their correctness, rather how thoughtful they are and how well they represent what is being asked of you.

**Assessor instructions:** Students answers must represent their own self-assessment. Students are not to be marked on having the correct answers, but rather that their assessment is relevant to the element listed and related question.

Student's self-assessment responses will vary based on their own feelings, experiences, values and beliefs. A guide to what should be included in each is captured below.

### 1. VALUING AND RESPECTING DIVERSITY

How do you value and respect diversity and inclusiveness across all areas of your life and your work?

[Approximate word count: 50 words]

Students must demonstrate:

- Self-awareness of their own personal biases, focus, style, preferences.
- An understanding of their own nature and how it can contribute to valuing the diversity of others.
- Understanding that every person is unique and recognising and respecting differences.
- Having a genuine interest in someone with a different background than their own.
- Respecting religious holidays and cultural practices.

### 2. CONTRIBUTING TO DIVERSITY AND INCLUSIVENESS

Based on your appreciation for diversity and inclusion, how do you contribute to the development of professional relationships?

[Approximate word count: 50 words]

Students answers may include:

- Treating people in a way they wish to be treated.
- Welcome ideas that may be different from the student's own and support fellow workmates.
- Understand what diverse elements the student can bring to the workplace.
- Have a willingness to learn about diverse groups.

### 3. SUPPORTING DIVERSITY IN THE WORKPLACE

In any of your work experience to date, how do you use work practices to support a safe environment for everyone in the workplace?

[Approximate word count: 50 words]

Students answers may include:

- Avoid language, stigma or stereotypes that may demean a particular group of individuals.
- Driving positive change in the workplace and becoming a spokesperson to diversity issues.
- Be tolerant of others who do not yet appreciate or value diversity and be willing to educate others.
- Acknowledge differences, ask questions and value all diversity.

### 4. IDENTIFY AND REFLECT ON YOUR OWN SOCIAL AND CULTURAL PERSPECTIVES

How would you describe your own social and cultural perspectives and biases?

[Approximate word count: 50 words]

Students must demonstrate:

- Recognition and respect of diverse cultural perspectives, values, and beliefs
- Reflection of the student's own biases, preferences, and tendencies
- Considering their own skills and knowledge when working with various groups.

## 5. IDENTIFYING YOUR OWN LIMITATIONS ON SOCIAL AWARENESS

Consider your own limitations of social awareness and identify at least 2 constraints.

[Approximate word count: 25 words each]

1. Recognition that all people within the organisation are working towards the same goal: to ensure the safety and well-being of their clients.

2. Recognition and acceptance of people's differences and being able to embrace/respect them.

## 6. WORKING INCLUSIVELY TO SHOW YOUR UNDERSTANDING

What skills are needed when working inclusively with others? Do you have these skills?

[Approximate word count: 50 words]

Students answers may include:

- Active listening
- Being respectful
- Being empathetic
- Engaging

I believe I have these skills/ I believe I need to further develop my listening skills etc.

## 7. IMPROVING SOCIAL AWARENESS

How can you enhance your social awareness skills through self-development?

[Approximate word count: 30 words]

Students answers may include:

- Attending self-development workshops about cultural awareness or diversity
- Attending workplace training about diversity, cultural awareness, cultural competence and/or cultural safety.

## 8. ACTION TAKEN

Based on any skill gaps or development opportunities identified in your self-assessment, identify 1 way you can improve your social awareness. Capture evidence that you have acted on this improvement.

[Approximate word count: 10 words + relevant evidence to show action taken]

Improvement undertaken:

Students must identify 1 thing they have done to improve their social awareness. This may be:

- Attending a workshop or course on social awareness, diversity, cultural awareness etc.
- Participating in a project to support diversity or cultural safety in the workplace.



	<ul style="list-style-type: none"> <li>Conducting research on social awareness or on a specific social group that they are not familiar with.</li> </ul>
Evidence:	<<Capture evidence of action taken here - This may include a screen shot/ image of certificate of completion for a course, attendance at a workshop or seminar, an email from a relevant party identifying your involvement in a project or group task supporting diversity, a list of sources used for research on a topic etc.>>

### Assessment checklist:

Students must have completed all tasks within this assessment before submitting. This includes:

1	Task 1: Undertake a structured reflection	<input type="checkbox"/>
2	Task 2: Undertake a self-assessment	<input type="checkbox"/>

 **Congratulations you have reached the end of Assessment 3!**

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