



**ASSESSOR GUIDE**

CHCDIV001

# Work with diverse people

## Assessment 2 of 3

Case Studies



## Assessment Instructions

### Task overview

This assessment task is divided into seven (7) short answer questions.

Read each question carefully before typing your response in the space provided.

### Additional resources and supporting documents

To complete this assessment, you will need:

- Learning resources.



## 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.

## Question 1

Read the following scenarios and determine if the workers have demonstrated appreciation and respect for diversity and inclusiveness in work practices.

For any scenario you decide if the worker is **demonstrating or not demonstrating** appreciation and respect for diversity and inclusiveness. Describe either what the workers should have done instead or what they did right.

(Approximate overall word count: 350 words)

- a) Brianna works in a community services organisation that supports people with disabilities. When she starts working with each new client, she takes the time to understand their full range of needs and abilities. This includes discussing the client's cultural and lifestyle requirements and experiences and how these might impact service provision. Particularly, she notes how clients prefer decisions about their service to be made and makes sure that she consults with all relevant persons, including the client, where a decision needs to be made.

**Assessor instructions:** The student's responses must identify that Brianna demonstrates value and respect for diversity and inclusiveness. It should be accepted if students justify their responses or suggestions for improvement. Answer must reflect the themes and characteristics of the following example.

Brianna demonstrates appreciation and respect for diversity and inclusiveness in her work practices. By taking the time to understand each client's individual needs, abilities, cultural background, and preferences, she ensures that the services provided are tailored to meet their specific requirements. When making decisions, consulting with all relevant persons, including the client, further reinforces the client's autonomy and ensures that their voices are heard and respected in the service provision process. Brianna's approach promotes inclusivity and empowers clients to participate actively in decisions about their care, fostering a culture of respect and diversity within the organization.

- b) 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 drug dependence. Callan is approached by a new potential client, Josh, who asks when the support group meets. When Callan sees how 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 wants to monopolise the group conversation by talking about himself. Callan doesn't want to deal with clients who dominate the conversation, 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.

**Assessor instructions:** The students must identify that Callan is **not** demonstrating value and respect for diversity and inclusiveness and provide alternative actions/behaviours showing respect for diversity and inclusiveness. Answers must reflect the themes and characteristics of the following example.

"Callan has not shown appreciation and respect for diversity and inclusiveness. He should not make assumptions about people based on their dress and speech. He also needs to be mindful of his prejudices towards people who are gender diverse and seek supervision to manage them. He should have treated Josh equally as other candidates

and focused on assessing the suitability of the support group for Josh.”

- c) Mary is a relationship counsellor. She has 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 develop when she notices that the husband is answering most of her questions about the family. Mary sees it as abuse that the wife cannot speak for herself. She decides that relationship counselling is inappropriate, 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.

**Assessor instructions:** The student must identify that Mary is **not** demonstrating value and respect for diversity and inclusiveness and provide alternative actions/behaviours that demonstrate respect for diversity and inclusiveness. Answer must reflect the themes and characteristics of the following example.

“Mary has not shown appreciation and respect for diversity and inclusiveness. She made assumptions based on her values and perception of relationships and communication. Instead of making a prompt decision, she should have properly assessed for risks and attempted 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 consults with clients about any referral instead of deciding for them.”

- d) Anda has recently started working for a counselling organisation in a neighbourhood 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 she has picked up. Anda thinks 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 valuable sources of information on Sudanese culture to improve her understanding of common cultural practices and beliefs.

**Assessor instructions:** The student must identify that Anda is demonstrating value and respect for diversity and inclusiveness. It should be accepted if students justify their responses or suggestions for improvement. Answers must reflect the themes and characteristics of the following example.

Anda demonstrates appreciation and respect for diversity and inclusiveness by acknowledging her lack of knowledge about Sudanese culture and taking proactive steps to address it. Recognizing that her limited understanding may hinder her ability to engage with clients from the Sudanese refugee community effectively, Anda seeks assistance from her supervisor to access valuable sources of information on Sudanese culture. By seeking to educate herself and enhance her cultural competence, Anda is committed to providing culturally sensitive and inclusive counselling services to clients from diverse backgrounds. This proactive approach benefits Anda's professional development and promotes a more inclusive and respectful work environment within the counselling organisation.

## Question 2

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 has already started implementing several new initiatives and processes.

One of these initiatives is encouraging staff to embrace alternative networking and personal development methods, 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. A few years ago, she participated in a Skype-based supervision session pilot program.

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. She thinks Jason is making a mistake in encouraging electronic-based communication because she is concerned that it will reduce worker competence and service effectiveness.

Jason is unhappy that Doreen is not supporting the new initiatives. He implemented these same procedures in his last organisation, which were tremendously influential, resulting in more efficient services and workers reporting that they were more confident in their work due to the ready availability of Skype-based peer supervision. Jason assumes that Doreen is "stuck in her ways" and is not supporting his initiatives because she resists technology.

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

- a) What diversity factors might be causing difficulty in this working relationship?

(Approximate word count: 30 words)

**Assessor instructions:** The student must demonstrate an understanding of at least one diversity factor contributing to the conflict. Answer must reflect the themes and characteristics of the following example.

For example, a student might identify the issue of age-based assumptions and differing values/worldviews on the effectiveness of technology as causing a difficulty/conflict in this working relationship.

- b) Imagine that you have been called in to mediate this conflict. You have spoken to Doreen and Jason separately and obtained their perspectives. Now, you want them to explore the nature of their issue by getting them to communicate their perspectives. You aim to ensure that Doreen and Jason understand each other's perspectives. To do this, you ask each of them to share their perspective. You should use your understanding of their perspectives to develop an effective prompt or question that you can pose to Doreen and Jason to encourage them to share their viewpoints.

- i. Tell Doreen what you would say to prompt her to share her perspective on the issue.

(Approximate word count: 70 words)

**Assessor instructions:** The student must demonstrate an ability to encourage Doreen to explore the nature of the conflict by communicating her perspective. Answer must reflect the themes and characteristics of the following example.

- Doreen, you told me you have concerns about 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 your concerns about the new initiatives with Jason?

- ii. Tell Jason what you would say to prompt him to share his perspective on the issue.

(Approximate word count: 70 words)

**Assessor instructions:** The student must demonstrate an ability to encourage Jason to explore the nature of the conflict by communicating his perspective. Answers must reflect the themes and characteristics of the following example.

- Jason, you have previously successfully implemented your initiatives and are concerned that Doreen isn't participating.
- 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?

- c) Briefly outline one suggestion you would make to resolve this conflict.

(Approximate word count: 20 words)

**Assessor instructions:** The student must demonstrate an ability to suggest an appropriate strategy to resolve the conflict. Answers must reflect the themes and characteristics of the following examples.

- Have each party accept their part in the conflict (e.g., their assumptions) and apologise.
- Mutually decide upon a course of action – e.g., Doreen will engage in the new initiatives and monitor their effectiveness.

- Remembering role boundaries (e.g., Doreen will do as asked), but Jason will consider her feedback.
- Both parties agree on strategies to prevent similar conflicts in the future (e.g., transparent and open communication, provision of feedback, etc.)

### Question 3

Imagine that you are a non-indigenous person and 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 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.

- a) Before beginning your new role, what steps could you take to improve her knowledge and cultural competence?

(Approximate word count: 90 words)

**Assessor instructions:** The student must demonstrate an understanding of appropriate strategies that could be used to improve cultural competence in working with Aboriginal clients.

Answers must reflect the themes and characteristics of the following example.

- 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 Torres Strait Islander organisations for information
- Having the organisation introduce me to community elders and leaders
- Improving knowledge of Aboriginal culture while recognising that every individual is unique so not making assumptions

- b) 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.

[Approximate word count: 80 words]

**Assessor instructions:** The student must demonstrate an understanding of at least two potential sources of conflict or misunderstanding when working with Aboriginal clients.

Answers must reflect the themes and characteristics of the following example.

- Because government departments refer clients, 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 concerning differences in communication style, need to talk about 'person before the 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.

c) 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 that assists clients with alcohol dependency. You will conduct the initial interview to determine her suitability for the program. You are keen to establish an effective therapeutic alliance, so you greet Wanda with a loud and cheerful welcome and shake her hand before showing her into the office. Once in the office, you ask Wanda about the information you must gather for the program's intake form. While maintaining 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 in your mind, "Why should I help her if she doesn't even want to help?"

Consider the impact that cultural factors may be having in this exchange. What assumptions and actions are you taking that might be causing issues? How can you change your perspectives and approach to adapt to cultural differences to more sensitively engage with Wanda?

(Approximate word count: 200 words)

**Assessor instructions:** The student must demonstrate how to consider cultural considerations and make sensitive changes to resolve issues.

Answers must reflect the themes and characteristics of the following example.

- 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. The worker should address these concerns.
- Possible language issues – The worker did not confirm Wanda's level of English comprehension – they should check this and use an interpreter if needed
- Change rapport-building approach to reflect better Aboriginal and 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 method, 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.
- A loud, joyous welcome in the waiting room might not have been culturally appropriate – seek advice and take a cue from other workers/supervisors.
- Assumption of disinterest may indicate cultural bias – more fully consider cultural factors and try to understand Wanda’s perspective.

d) Imagine feeling defeated and unsure how to continue working with Wanda effectively. Who should you consult with or discuss your challenges with?

(Approximate word count: 30 words)

**Assessor instructions:** The student must demonstrate an understanding of the appropriate people for them to seek assistance.

Answers must reflect the themes and characteristics of the following example.

- Seek assistance from a supervisor or experienced colleague.
- With the cultural liaison officer in the organisation, if any.
- Seek assistance from the local Aboriginal community if appropriate.

#### Question 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 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 transgender clients experience the same issues”.

a) What is wrong with Edwina’s assumption that “all gay and transgender clients experience the same issues”?

(Approximate word count: 20 words)

**Assessor instructions:** The student must understand that Edwina’s assumption was not culturally competent.

Answers must reflect the themes and characteristics of the following example.

e.g., all clients are unique – gay and transgender clients may have different experiences/issues. She can’t make

assumptions about experiences.

- b) 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.

(Approximate word count: 50 words)

**Assessor instructions:** The student must demonstrate an understanding of at least one method that could improve cultural competence, knowledge, and respect.

Answer must reflect the themes and characteristics of the following example. The student's response needs to include a reference to the points below.

- 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 her understanding
- Acknowledging Sierra's lack of experience/questions/concerns and addressing them openly and respectfully.

### Question 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. He offers to bring her coffee and water and 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.

- a) Why might Fiona have found George's actions offensive and condescending?

(Approximate word count: 40 words)

**Assessor instructions:** The student's response must demonstrate an understanding of why Fiona might have found George's actions offensive/condescending.

Answers must reflect the themes and characteristics of the following example.

- 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.

b) Consider the following extract from your organisation's Diversity and Inclusion Policy.

### DIVERSITY AND INCLUSION POLICY

We are committed to providing an inclusive environment where difference is recognised and valued. We believe we can be a genuinely effective community services organisation by bringing together individuals from diverse backgrounds and allowing each person to contribute their skills, experience, and perspectives.

How we support diversity and inclusion:

- We embrace workforce diversity and welcome employees of all ages, genders, races, national or ethnic origins, religions, languages, political beliefs, sexual orientations, and physical abilities.
- We value diversity of perspective and consistently seek to leverage our employees' diverse thinking, skills, experience, and working styles.
- We have built a flexible organisation that provides opportunities for work arrangements that accommodate the diverse needs of individuals. For example, all our offices have been adapted to enable ease of use by 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 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 concerning diversity and inclusion to their line manager.

Imagine 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 to form a more effective workplace relationship that respects Fiona's diversity.

(Approximate word count: 120-150 words)

**Assessor instructions:** The student's responses must demonstrate the ability to respond appropriately to a situation where misunderstandings of diversity may arise.

Responses must include a script demonstrating appropriate and respectful verbal communication of at least one thing they would do differently to develop an effective workplace relationship that respects Fiona's diversity.

The student's response needs to reference the points below.

- 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 taking what she requires.

Example response:

"George, I noticed you've been keen to help Fiona settle in, and I appreciate that goodwill. I do have some concerns that I hope to discuss with you. In our workplace, we value diversity and respect each other in doing things differently. We mustn't assume that Fiona needs help unless she requests it. It is important for Fiona that she has the space and time to work it out for herself. I understand you're trying to be helpful, but perhaps we could ask her before offering assistance so she can decide what's best for her. How does that sound to you?"

### Question 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 to pursue a traditional treatment approach rather than what she views as the 'harsh poisons' of Western medicine. Sum identifies 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 hospital staff have been rude to her and belittled her beliefs in traditional medicine. She is concerned that you will also try to convince her to change her treatment approach.

- a) As Sum's counsellor, would it be appropriate for you to change her beliefs and encourage her to pursue radiation treatment? Explain your answer.

(Approximate word count: 20 words)

**Assessor instructions:** The student 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. Answer must reflect the themes and characteristics of the following example.

The student should make reference to the fact that it would be appropriate to help Sum explore her beliefs and options sensitively and respectfully.

- b) As Sum's counsellor, you want to create a culturally and psychologically safe service environment for Sum. However, you know very little about traditional Chinese cultural beliefs and 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 assistance that you could use to help you develop a culturally appropriate approach to your work with Sum.

(Approximate word count: 20 – 30 words)

**Assessor instructions:** The student must demonstrate the ability to address difficulties with appropriate people and seek assistance that would allow them to develop a culturally relevant approach to working with Sum.

The student's response may differ but must reflect the themes in the exemplary answer provided below.

- "Consult Chinese cultural organisations, multicultural affairs departments, supervisor, and knowledgeable staff; use books/training programs, and discuss cultural beliefs directly with Sum."

- c) What strategies would you employ to demonstrate respect and sensitivity to her culture during your communications and work with Sum?

(Approximate word count: 50 -60 words)

**Assessor instructions:** The student must demonstrate an understanding of culturally appropriate work practices.

The student's response needs to reference the points below.

- Acknowledging and respecting Sum's cultural beliefs.
- Not attempting to impose own beliefs onto Sum
- Seeking out additional information/assistance
- Addressing a 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 adjusting the approach accordingly
- Arranging for an interpreter if language barriers become an issue

- d) 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 recommend what could be done to encourage acceptance of cultural diversity and eliminate bias and discrimination within the workplace.

Briefly outline two (2) specific strategies you would recommend the hospital implement and explain how each would encourage acceptance of cultural diversity within the workplace.

(Approximate word count: 150-200 words)

**Assessor instructions:** The student 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.

Answers must reflect the themes and characteristics of the following example.

- Policies and procedures encourage considering 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.
- Using culturally sensitive information and promotional literature in the workplace (e.g., information written in languages other than English is available).
- Work teams comprise members from diverse cultural groups (this allows workers to learn from each other).
- Representatives from various cultural groups were present 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.

For example;

- 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 ensures that diverse cultural needs are considered and creates an environment of cultural acceptance.

### Question 7

Imagine you are working for an organisation that provides counselling and support services for disadvantaged clients. You have been referred to a new client, Giovanni, whom you must ask a series of personal questions to collect information for an intake assessment.

The referral form indicates that Giovanni is a 62-year-old man who migrated to Australia ten years ago. The document suggests that Giovanni speaks both Italian and English.

- a) Upon starting the intake interview, you note that Giovanni 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 Giovanni may not understand much of what you have been saying.

Considering the existing language barrier, describe how you might communicate with Giovanni to

communicate in the most efficient way possible in this situation.

(Approximate word count: 100 words)

**Assessor instructions:** The student must demonstrate the ability to use effective communication strategies where a language barrier exists.

The student's response needs to reference the points below.

- Speaking slowly and enunciating words clearly
- Avoiding the use of jargon
- Rephrasing any comments that are not understood.
- Speaking in clear, simple and direct English (e.g., avoid long or complicated words).
- Speak in short rather than complex sentences.
- Pausing to check for understanding by seeking a response from the other party.
- Ask for clarification and feedback if unsure of the other party's message.
- Use appropriate gestures and facial expressions to support your verbal meaning.
- Use resources within your organisation, such as bilingual colleagues and have commonly used resources printed in the common language of clients.
- The use of international signage and symbols.

b) You arrange for an interpreter to complete the intake interview and gather accurate information.

Review your organisation's guidelines for using interpreters (see below) and answer the following questions.

#### **GUIDELINES FOR THE USE OF INTERPRETERS**

An accredited interpreter should be used when the client requests an interpreter or when the worker assesses the client's English skills as inadequate for the communication situation.

If you identify the need for an interpreter, you should obtain the client's permission to arrange an interpreting service. This will require you to determine the client's preferred language. If the client speaks sufficient English, ask them what language interpreter they prefer (e.g., "I can arrange for an interpreter to help us understand each other. What language do you prefer speaking?"). You should still confirm this with them if you believe you already know the client's preferred language. 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 clearly and respectfully.

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 occurs face-to-face.
- Use precise language and avoid using slang, colloquialisms and metaphors.
- Make one point at a time. Pause until the end of a complete 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 questions about the client’s cultural background, ask the client directly, not the interpreter.
- Summarise the discussion occasionally to ensure the client understands the information.

What would you say to Giovanni to respectfully advise him that you would like to arrange an interpreter?

(Approximate words: 30 words)

**Assessor instructions:** The student must demonstrate an ability to treat Giovanni with respect while explaining the need for an interpreter (e.g., the student’s response should not use any abrupt or discriminatory language)

**Exemplary response:**

“(In a clear, slow, but respectful manner) Giovanni, I would like to arrange for an Italian interpreter so that I can better help you. Is that OK with you?”

- c) Imagine that Giovanni has agreed for you to arrange interpreting services. How would you arrange for an interpreter? Who would you call?

(Approximate word count: 20 words)

**Assessor instructions:** The student’s response must refer to the Australian Government’s Translating and Interpreting Service (TIS). Answers must reflect the themes and characteristics of the following example.

“I would call Australian Government’s Translating and Interpreting Service (TIS) and I would provide language



details and schedule the interpreter."

- d) Imagine you've been assigned an Italian-English interpreter, Giulia, on the phone. Write down what you would say to Giulia before conducting the intake interview with Giovanni. You must follow the guidelines from your organisational procedures above.

(Approximate word count: 100 words)

**Assessor instructions:** The student 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 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 Giovanni in an intake process, so I will need to ask him some personal questions and collect his information here. I must emphasise that the information discussed in our conversation today must be confidential and not disclosed to third parties. Have you got any questions before we make a start?"

- e) While using the interpreter, explain how you will monitor your verbal and nonverbal behaviours to ensure that you continue to show Giovanni respect and build an effective relationship with him.

(Approximate word count: 40 words)

**Assessor instructions:** The student's response must demonstrate an understanding of effectively engaging the client with an interpreter. The student's response needs to reference the points below.

- Continue to communicate with Giovanni rather than the interpreter – e.g., look at Giovanni and address questions to Giovanni.
- Continue to use welcoming and open body language.
- Ensure Giovanni understands everything and has the opportunity to have all questions answered to his satisfaction.

**Assessment checklist:**

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

1	Seven (7) short answer questions are to be completed in the spaces provided.	<input type="checkbox"/>
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**Congratulations, you have reached the end of the Assessment!**

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