



# Work with diverse people

CHCDIV001

**Assessment 2 of 3**

Project 1 – Case Study



## Assessment Instructions

### Role play

For this task there is:

- two [2] video recordings, and
- one [1] written email.

They are based on three [3] different scenarios which will allow you to demonstrate your skills and knowledge in appreciating diversity and inclusiveness. You will also identify opportunities where misunderstandings may occur and provide appropriate responses when communicating with people in different situations across diverse groups.

The activities have one different scenario each consisting of:

- Task 1 [Aman] - Role Play One [1] – [video recording] will require you as the support worker and one other participant who will play the role of an Interpreter.
- Task 2 [Amy] - Role Play Two [2] – [video recording] will require you as the support worker and one other participant who will play the role of Amy
- Task 3 – [Bobby] – A written task that consists of an email to be written by you to your supervisor based on a case scenario.

Each role play has a specific set of tasks that need to be demonstrated, however, in all tasks you must demonstrate:

- a. Respect for diversity when you are communicating with or about your participants
- b. The use of constructive verbal and non-verbal communication skills to establish, develop and maintain effective relationships, mutual trust, and confidence.

The role play and audio task must include the support of one participant for each, must not exceed ten [10] minutes duration and must address all elements of the Observation Checklist below.

Your role play participant may be resourced using one of the following options:

1. Peer/s who you are already working with, in the industry your qualification relates to.
2. Fellow student/s who will play the role of each character. Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

If you are unable to find a participant/s to play the role of the other team member/s, contact your assessor via the Discussion Forum who will discuss options for pairing up with another student/s to complete this task.

#### Option 1: Peer/s participant

Should you complete this task with your Peer/s, you must fully brief all participant/s, providing them with the context to the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

Student name: [Click or tap here to enter text](#)

Student number: [Click or tap here to enter text](#)



Peer/s will need to state their name and job title at the start of the recording to inform consent.

### Option 2: Fellow student/s participant

Fellow student/s participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist so that they can prepare for the recording.

Student/s will need to state their name and that they are a student (as their job title) at the start of the recording to inform consent.

### Recording instructions

Your role plays must be recorded with all participant/s captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying to their name and job title to inform consent.

*"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."*

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

### Task 1.A Scenario - Aman

You are working in an aged care facility as a support worker. Aman, a new resident is arriving today, and you are assisting to prepare his room and the administrative paperwork. Aman is 87 years old.

Aman is also hard of hearing and communication is difficult as he does not like wearing his hearing aid. English is also Aman's second language. Upon arrival, you notice that he appears to be frail and upset.

Aman's family has previously advised you that he is a Pious Muslim, and that he is concerned and worried that he will not be able to pray five (5) times a day or attend the Mosque every Friday afternoon. You assure the family that your facility is culturally competent and already has a number of Muslim residents.

- You will role play a conversation to address the situation with Aman.
- Your voluntary participant will play the role of Aman.
- You will answer a set of questions relating to the communication misunderstanding in Task 1.B

Review the following role play task instructions.

Student name: [Click or tap here to enter text](#)

Student number: [Click or tap here to enter text](#)



### Task 1.A – Role play video recording – Aman

You welcome Aman and motion him to sit down and use small talk to start and build a conversation.

As you are welcoming him, he looks at you and repeats the word “ok” with continuous nodding and smiling.

You continue to use small talk and quickly realise that Aman may have some communication barriers.

Using effective and respectful communication skills, you ask Aman if he can hear and understand you and if he can speak English. He continues to say “ok”, smiles and nods his head.

Recognising potential communication barriers, you must work with Aman to assure him that he will be able to continue his cultural and spiritual practices within your facility, including prayer times.

You will ensure:

- The provision of a safe, private space for Aman to speak with him
- Verbal and non-verbal communication skills to establish, develop and maintain a respectful relationship with Aman
- Respect, using effective communication strategies with Aman while supporting him
- Sensitively resolve the communication barrier, by seeking Aman’s consent to contact an interpreter or other person (e.g., family member) so that you are able to provide support to him.

**In this interaction your assessor will be assessing your ability to:**

1. Identify, recognise and address the communication barrier’s Aman is experiencing.
2. Provide a comfortable and safe space so that you are able to work with Aman
3. Demonstrate friendly and professional verbal and non-verbal communication skills
4. Show respect and use effective communication strategies to support Aman.
5. Resolve potential communication barriers and seek Aman’s consent to contact an interpreter or other person (e.g. family member) for support.

### Task 1.B – Questions

What issues did you identify that may have caused the communication misunderstanding?

[Word count approximately 55 words in total]

**Assessor note:** Benchmark standards of student responses provided below, however students’ wordings may vary

There is a language barrier. Aman continued to use the word ‘ok’ and continued nodding his head in agreeance as the support worker was welcoming and trying to build a rapport with him.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Aman does not like to wear his hearing aid which may also cause barriers and misunderstandings when communicating with him.

What other difficulties could be making Aman feel anxious and upset about coming to the facility?

[Word count approximately 35 words in total]

**Assessor note:** Benchmark standards of student responses provided below, however students' wordings may vary

Aman may be feeling anxious knowing that he will be in a new environment. He most likely will also feel afraid that he will not be able to safely conduct his cultural and spiritual practices.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



**TASK 1: Role play video recording – Aman – Observation Checklist**

During the role play the student was able to:

|    |   |   |
|----|---|---|
| 1. | <p>Identify, recognise and address the communication barrier's Aman is experiencing.</p> <p><b>Student must demonstrate any of the following communication skills outlined in Point 3 in addition to the following alternatives.</b></p> <ul style="list-style-type: none"> <li>• Closed questioning, i.e., "Aman would you like to sit down?"; "Aman can I get you a drink of water?"; "Aman would you like me to... arrange an interpreter?"</li> <li>• Providing reassurance – maintaining positive body language, remaining calm, speaking slowly, maintaining eye contact, speak directly to Aman so that he can visually see facial expressions</li> <li>• Demonstrate instead of explaining – e.g. use visual imagery, such as cue cards [see: <a href="https://www.healthtranslations.vic.gov.au/site-14468/resources/cue-cards">https://www.healthtranslations.vic.gov.au/site-14468/resources/cue-cards</a> ]</li> </ul>  | <input type="checkbox"/> S<br><input type="checkbox"/> NS |
| 2. | <p>Provide a comfortable and safe working environment to work with Aman.</p> <p><b>Student must provide a safe environment when speaking with Aman:</b></p> <ul style="list-style-type: none"> <li>• Respecting Aman's privacy by ensuring a private closed off area to speak with Aman</li> </ul>  | <input type="checkbox"/> S<br><input type="checkbox"/> NS |
| 3. | <p>Demonstrate the use of verbal and non-verbal communication skills to establish, develop and maintain a respectful relationship with Aman.</p> <p><b>Student must demonstrate any of the following:</b></p> <p><b>Constructive verbal communication skills include the demonstration of:</b></p> <ul style="list-style-type: none"> <li>• An awareness of the words being used and how they are being delivered. For instance, speaking in plain English, speaking positively.</li> <li>• Speaking clearly, ensuring words are pronounced with clarity so that the information is clear.</li> <li>• Being aware of their pitch and tone so that it is appropriate for the situation</li> <li>• Being aware of how fast they are speaking – ensuring there are pauses in between and slowing their speech to a level so that it is understood.</li> </ul> <p><b>Constructive non-verbal communication skills include the demonstration of:</b></p> <ul style="list-style-type: none"> <li>• Good body posture, leaning in slightly forward to convey engagement</li> <li>• Frequent eye contact (where appropriate), for instance some cultures deem frequent or direct eye-contact as a sign of disrespect</li> <li>• Positive gestures and movement (nodding to demonstrate understanding)</li> <li>• Respecting the space of their participant</li> </ul> | <input type="checkbox"/> S<br><input type="checkbox"/> NS |

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



|  |   |   |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>• Staying calm</li> <li>• Active listening</li> <li>• Smiling</li> <li>• Being aware of body language, for instance maintaining open arms, or arms by side, keeping hands away from face.</li> </ul>   |   |
| 4.   | <p>Respect, using effective communication strategies with Aman while supporting him</p> <p><b>Student must demonstrate any of the following:</b></p> <ul style="list-style-type: none"> <li>• Being genuine and focusing on the person and not the potential barriers</li> <li>• Use affirming responses</li> <li>• Focus in on active listening</li> <li>• Paying attention to Aman’s body language, facial expressions, and tone of voice</li> <li>• Be aware of their own body language, tone of voice and facial expressions</li> </ul> | <input type="checkbox"/> S<br><input type="checkbox"/> NS |
| 5.   | <p>Resolve potential communication barriers and with Aman’s consent, ask to contact an interpreter or other person (e.g. family member) to help</p> <p><b>Student must:</b></p> <ul style="list-style-type: none"> <li>• Seek Aman’s consent to organise a support person or Interpreter to assist them.</li> </ul>   | <input type="checkbox"/> S<br><input type="checkbox"/> NS |
| <p><b>COMMENTS</b><br/> [Assessor to add comments related to the achievement of the assessment requirements above]</p> |   |   |

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



### Task 2 Scenario – Amy

You are a support worker and Jason is a new client in your aged care facility. Jason has formed a friendship with Paul. Paul didn't have a close friend until Jason came and has been really happy recently.

Jason's daughter, Amy, who is very religious, asks to talk to you. She expresses that she is worried about the friendship between Jason and Paul because she understands that Paul's lifelong partner (now deceased) was another male.

She believes that Jason's close relationship with Paul is morally wrong and is concerned that they may be establishing a new relationship.

You are aware that you must not discuss any information relating to Jason and Paul with Amy due to privacy and confidentiality and your duty of care towards the residents.

You are also aware that your facility is committed to providing aged care services that are inclusive of lesbian, gay, bisexual, trans and gender diverse and intersex elders (LGBTI).

This is also reflected in the Aged Care Act and aged care providers must deliver inclusive and appropriate care.

### Task 2 – Role play video recording – Amy

Assuming the role of the support worker in this discussion, with your participant playing the role of Amy, you must demonstrate your ability to:

1. Identify the issues that are causing Amy to be concerned
2. Respectfully consider Amy's concerns and consider the social impacts of all involved.
3. Formulate an appropriate response to Amy including key information outlined in the scenario
4. Seek support from an appropriate person.
5. Respect the diverse needs of Amy, Jason and Paul, when communicating with her.
6. Use constructive verbal and non-verbal communication skills to establish, develop and maintain effective relationships, mutual trust and confidence

Student name:

Student number:





## TASK 2: Role play video recording – Amy

During this recording the student was able to:

|    |  |   |
|----|--|---|
| 1. | <p>Identify the issues that are causing Amy to be concerned</p> <ul style="list-style-type: none"> <li>• Amy is worried about the close friendship between her father and Paul.</li> <li>• Amy is religious and finds it concerning that Jason and Paul may be establishing a new relationship.</li> </ul>   | <input type="checkbox"/> S<br><input type="checkbox"/> NS |
| 2. | <p>Respectfully consider Amy’s concerns and consider the social impacts of all involved.</p> <ul style="list-style-type: none"> <li>• Actively listen and validate Amy’s concerns</li> <li>• Advise Amy of the privacy and confidentiality implications</li> <li>• Advise Amy that you are not able to discuss any information relating to John or Paul without consent</li> </ul>   | <input type="checkbox"/> S<br><input type="checkbox"/> NS |
| 3. | <p>Formulate an appropriate response to Amy</p> <ul style="list-style-type: none"> <li>• Respect Amy’s concerns about her father</li> <li>• Empathise with Amy</li> <li>• Advise Amy that aged care providers must make sure people within the LGBTI community are provided with inclusive and appropriate care and this is enforced by legislation.</li> </ul>  | <input type="checkbox"/> S<br><input type="checkbox"/> NS |
| 4. | <p>Seek support from an appropriate person.</p> <ul style="list-style-type: none"> <li>• Advise Amy that you will notify your supervisor to seek further guidance about her concerns.</li> </ul>   | <input type="checkbox"/> S<br><input type="checkbox"/> NS |
| 5  | <p>Respected the diverse needs of Amy, Jason, and Paul, when communicating with her.</p> <p>The student demonstrated respect through similar actions to the below:</p> <ul style="list-style-type: none"> <li>• Communicated using methods that could be understood</li> <li>• Spoke in a respectful, courteous, and polite manner</li> <li>• Showed empathy and understanding using positive body language, facial expression, tone of voice.</li> <li>• Mindful of privacy and confidentiality towards Jason and Paul</li> </ul>   | <input type="checkbox"/> S<br><input type="checkbox"/> NS |
| 6  | <p>Used constructive verbal and non-verbal communication skills to establish, develop and maintain effective relationships, mutual trust, and confidence.</p> <p>The student demonstrated verbal and non-verbal communication skills similar to the below:</p> <p><b>Constructive verbal communication skills include the demonstration of:</b></p> <ul style="list-style-type: none"> <li>• An awareness of the words being used and how they are being delivered. For instance, speaking in plain English, speaking positively.</li> <li>• Speaking clearly, ensuring words are pronounced with clarity so that the information is clear.</li> <li>• Being aware of their pitch and tone so that it is appropriate for the situation</li> <li>• Being aware of how fast they are speaking – ensuring there are pauses in between and slowing their speech to a level so that it is understood.</li> </ul> <p><b>Constructive non-verbal communication skills include the demonstration of:</b></p> | <input type="checkbox"/> S<br><input type="checkbox"/> NS |

Student name:  Click or tap here to enter text

Student number:  Click or tap here to enter text



|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Good body posture, leaning in slightly forward to convey engagement</li> <li>• Frequent eye contact (where appropriate), for instance some cultures deem frequent or direct eye-contact as a sign of disrespect</li> <li>• Positive gestures and movement (nodding to demonstrate understanding)</li> <li>• Respecting the space of their participant</li> <li>• Staying calm</li> <li>• Active listening</li> <li>• Smiling</li> <li>• Being aware of body language, for instance maintaining open arms, or arms by side, keeping hands away from face.</li> </ul> |  |
| <p>COMMENTS<br/>[Assessor to add comments related to the achievement of the assessment requirements above]</p> |  |  |
|  |  |  |

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



### Task 3 Case Scenario – Bobby is upset

One of the male residents, Bobby in your Aged Care Facility is from the Ngunnawal Indigenous Tribe and is part of the stolen generation.

The Facility has been decorated for the upcoming celebration for Australia Day on 26th January, with flags, balloons, hats, famous Australian foods, and songs that are playing across the loudspeaker system.

This is very distressing for Bobby, and he is upset and angry. Bobby feels disrespected and starts raising his voice at the staff and visitors, calling out 'Invasion Day'.

Respond to the following questions.

1. From the perspective of the facility, identify the difficulties or misunderstandings that have occurred in this situation, including the impacts this would have had on Bobby.

(Approximately 60 - 65 words)

**Assessor note:** Benchmark standards of student responses provided below, however students' wordings may vary.

The facility could have conducted this process from a cultural awareness perspective by including Bobby's input into the process. They could have acted with cultural sensitivity and provided a more inclusive approach instead of acting insensitively.

The impacts to Bobby were negative and offensive which made him feel upset, distressed, angry and feel disrespected, discriminated against, alienated, and excluded.

2. Describe the skills you will demonstrate to recognise and respect Bobby's needs.

(Approximately 20 – 25 words in total)

**Assessor note:** Benchmark standards of student responses provided below, however students' wordings may vary.

- Actively listen to Bobby's concerns and show empathy towards the situation
- Conflict resolution skills
- Positive body language
- Showing empathy and understanding

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



#### Task 4 Case Scenario – Bobby’s Feedback

You know that the issue concerned is most likely due to Bobby’s deeply felt cultural values and complex trauma, as well as the facilities lack cultural sensitivity and awareness, therefore, you will support Bobby by helping him through this conflict.

You work with Bobby to resolve the issue and he has provided you with valuable feedback to pass onto management. He also tells you that he would like to speak at the Australia Day event which will provide him with an opportunity to educate others about the Ngunnawal Indigenous Tribe and his life journey.

You believe that this will be a great opportunity for the facility and the residents to learn and for Bobby to be an integral part of the event as a Guest Speaker as he shares his experiences.

Bobby also suggests that you tell the facility to reach out to the United Ngunnawal Elders Council to seek their participation in the event.

You tell Bobby that you will notify your supervisor immediately about the incident and provide his suggestions.

1. Draft an email to send to your supervisor using your own email account and explain how you were able to resolve the situation sensitively and respectfully with Bobby. You must attach a clear screenshot of the draft email with your assessment submission.

[Word count approximately 290 words]

<Paste image of communication here>

**Assessor note:** Benchmark standards of student responses provided below, however students’ wordings may vary.

- Salutation to the supervisor
- The conflicting issue that occurred
- How the issue made Bobby feel
- What steps were taken by the student to resolve the conflict
- Any other relevant information that support’s the needs of Bobby

Dear XXXX

I would like to report an issue that I witnessed today with Bobby.

Given the up and coming celebrations of Australia Day and the celebratory activities we have been having in the facility, Bobby became visibly upset and started yelling “Invasion Day”. I went to Bobby as I heard him yelling.

To de-escalate the situation I spoke calmly and showed empathy towards him. I made sure I never rose my voice and slowed my speech. I made sure my language was relaxed and kept my hands to my side to

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



maintain a neutral body stance. I had respect for Bobby's personal space and kept a safe distance to listen to him.

When Bobby had calmed down, he advised that he is feeling disrespected and angry because of the Australia Day celebrations because it brings back traumatic memories for him as he is from the Stolen Generation.

I listened and empathised with Bobby and acknowledged the reasons he is feeling upset. He wanted me to pass on the following feedback to you:

Bobby would like to speak at the Australia Day at the event which will provide him with an opportunity to educate others about the Ngunnawal Indigenous Tribe and his life journey.

Bobby also suggests that the facility to reach out to the United Ngunnawal Elders Council to seek their participation in the event. Bobby has made one final suggestion and that is to contact his family to bring items of cultural significance to our facility to show.

I told Bobby that his suggestions were fantastic, and I would let you know!

Bobby looks forward to hearing your thoughts about this.

For the time being, I have replaced the music with a more neutral genre.

Regards

Student

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



|   |  |                          |
|---|--|--------------------------|
| 1 | Task 1: Completed role play video recording and questions. | <input type="checkbox"/> |
| 2 | Task 2: Completed role play video recording and questions. | <input type="checkbox"/> |
| 3 | Task 3: Completed Questions 1 and 2                        | <input type="checkbox"/> |
| 4 | Task 4: Completed email to Supervisor                      | <input type="checkbox"/> |



**Congratulations you have reached the end of Assessment 1!**

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