



MARKING GUIDE

CHCDIV002

Promote Aboriginal and/or Torres Strait Islander cultural safety

Assessment 2 of 3

Case Studies



SWINBURNE
OPEN
EDUCATION

Assessment Instructions

Task overview

This assessment task is divided into 4 case study short answer question sets.

Read each question carefully before capturing your answers in the spaces provided.

Supporting documents

To complete this assessment you will need to access and reference the following document:

- Cultural Safety Policy

This document can be accessed via the LMS, Assessment 2 Page, file link *CHCDIV002_ASS 2_Q4_Cultural Safety Policy.pdf*.

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

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

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

- a) Your first client today is Amanda, a 20-year-old client from the community. She arrived in the companion of another older female whom Amanda calls Aunty Wanda. Outline the communication techniques you would implement to ensure respect for cultural differences during the meeting.

[Approximate word count: 70 words]

Assessor instructions: The students must use communication techniques and work practices that show respect for cultural differences.

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

- Avoid direct eye contact.
- Avoid pointing when emphasising a point
- Check whether there is a need for an interpreter.
- Ask indirect questions instead of direct ones.
- Avoid jargon or professional language.
- Use visuals instead of being overly reliant on verbal.
- Do not make assumptions; listen and learn from Amanda.
- Make sure any written forms or materials are appropriate to use or assist Amanda in filling out any forms.

- b) Would you invite Aunty Wanda to join your meeting with Amanda? Explain your reasoning.

[Approximate word count: 30 words]

Assessor instructions: The student's response must demonstrate the ability to show respect for the cultural differences by indicating that Aunty Wanda should be present if Amanda desires.

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

Amanda has not told you that she has become pregnant, which is why she wants to quit smoking.

Explain the impact of cultural factors on service delivery to Amanda.

[Approximate word count: 60 words]

Assessor instructions: The student's response must identify the potential impact of cultural factors impacting the service delivery. Students answer must address Amanda's resistance in relation to

discussing 'women's business', and how this has impacted the opportunity to deliver service to Amanda as a male counsellor.

Example response:

"From a cultural perspective, Amanda would have considered her issue as women's business and not appropriate to discuss with a male worker. Hence she wanted to withdraw and work with the other female worker instead. However, she will need to wait another week to access the service. She may also choose not to return if she doesn't think the service is culturally safe for her."

- d) To what extent do you think cultural safety is integrated into the operation of this satellite office? Justify your reasoning.

[Approximate word count: 80 words]

Assessor instructions: The student's response must demonstrate the ability to evaluate the extent to which cultural safety is integrated into own work and workplace.

Responses must be supported by reasonable justification.

Exemplar responses are provided below.

- Cultural safety is likely enhanced, given the service delivery mode within the community.
- The workers' practices have demonstrated respect and promoted self-determination.
- The availability of workers is limited, particularly regarding men's or women's businesses. Clients like Amanda may feel less safe accessing the service if there is no female worker.
- It is well integrated (if invited to join) as Amanda should be/is welcome to have a family member with her at any time.

Question 2

For this case study you are working for a mainstream counselling organisation. Your organisation is currently operating a series of group programs on substance use in an area with a significant Aboriginal and Torres Strait Islander population.

- a) You have been engaged in an organisational audit to evaluate how the organisation is doing in relation to delivering a culturally safe service. Outline 3 aspects that you may include in the audit assessment.

[Approximate word count: 10-20 words each]

1. **Assessor instructions:** The student's Student responses must demonstrate the ability to evaluate the extent to which cultural safety is integrated into their work and workplace, by outlining three aspects they will include in the evaluation.

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

- Whether cultural safety is endorsed by the leadership at all levels and effectively communicated throughout the organisation
- Whether Aboriginal and Torres Strait Islander staff and communities engaged in designing, delivering and evaluating policies and programs
- Whether staff at all levels are supported to undertake ongoing cultural safety training and development.
- Whether cultural safety practices are embedded within recruitment and retention processes.
- Whether the existing policies, programs and procedures reflect cultural safety.
- Whether staff consider the promotion of cultural safety part of their responsibilities.
- The existing practices and processes are in place for individual staff and the organisation to

	reflect on their competency in cultural safety and seek improvements.
2.	
3.	

- b) An Aboriginal cultural liaison worker, Tanya, works in your organisation. Will you suggest that Tanya be involved in determining the critical aspects of cultural safety assessment? If so, explain how Tanya could be best engaged in planning this evaluation process.

[Approximate word count: 60 words]

Assessor instructions: The student's responses must demonstrate the ability to establish key aspects of cultural safety in consultation with Aboriginal and Torres Strait Islander people. Answers may vary; however, they must indicate that the student will collaborate with the person.

Example response:

"Yes, I think it is important that Tanya is involved, as cultural safety is an outcome that can only be determined by Aboriginal and Torres Strait Islander peoples. I will engage her from the start, including what cultural safety means for her and the local community and what would be the best way of assessing the extent to which cultural safety is integrated into this workplace."

- c) Your Aboriginal colleague informs you that some of the organisational policies and procedures were not designed to include the cultural needs of Aboriginal staff. From the audit, you also notice little understanding of Aboriginal and Torres Strait Islander history and culture in general among non-Indigenous staff in the organisation. Aboriginal staff stated that they did not perceive the workplace as inclusive. Identify 2 possible issues that influenced the relationships and communication between Aboriginal and non-Indigenous staff.

[Approximate word count: 15-30 words each]

1.	<p>Assessor instructions: The student's response must identify two issues that influence the relationships and communication between Aboriginal and non-Aboriginal staff.</p> <p>The student's response needs to include a reference to the points below.</p> <ul style="list-style-type: none"> • The organisational policies and procedures were not developed in consultation with Aboriginal staff. • The lack of cultural competency or sensitivity among non-Indigenous staff [e.g., due to lack of training, awareness or that cultural safety was not embraced by the organisation].
2.	

- d) Based on your response to the previous question, what would you suggest for your organisation's considerations to promote Aboriginal and Torres Strait Islander cultural safety in your workplace? Identify 2 suggestions.

[Approximate word count: 10-20 words each]

1.	<p>Assessor instructions: The student's response must provide reasonable strategies for promoting Aboriginal and/or Torres Strait Islander cultural safety in this workplace.</p> <p>Examples of strategies are provided below.</p> <ul style="list-style-type: none"> • Review and adapt policies and procedures in consultation with Aboriginal staff. • Make sure that staff are provided with cultural safety training. • Embrace cultural diversity in the organisation [e.g., a celebration of days significant to
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	Aboriginal culture] Alternative strategies may be suggested, however they must support the issues identified in Question 1 Part C above, with cultural safety for ATSI workers.
2.	

Question 3

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

- a) How might you develop a partnership between your organisation and Wiradjuri Community Centre? Identify 3 strategies.

[Approximate word count: 20-40 words each]

1.	<p>Assessor instructions: The students must identify strategies for engaging Aboriginal communities in partnership development.</p> <p>Examples of student responses may include:</p> <ul style="list-style-type: none"> • I will take the time to know and connect with the Aboriginal and Torres Strait Islander partners (e.g., Elders, community organisations, or community members). • I will listen to and consult with Aboriginal and Torres Strait Islander peoples and communities. • I will follow through with the partnerships with commitment. • I would recognise that Aboriginal communities and organisations may be operating with limited resources. I would consult with them to find out what help they need and how the mainstream organisation could offer support. • I would make sure that mechanisms were in place to build the capacity of Aboriginal and Torres Strait Islander partners. • I would discuss with potential Aboriginal partners the commitment to self-determination our agency will uphold and the desire to have Aboriginal people control aspects of the partnership that directly impact their people and communities. • I would ensure that Aboriginal and Torres Strait Islander community and organisational partners wanted to, and had access to, participation at the highest levels. <p>Alternative strategies may be suggested, however they must reflect constructive ways in which the student may develop a positive relationship between the organisations.</p>
2.	
3.	

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

Identify 2 other resources that your organisation may be able to offer to the partnership program. Briefly describe how each resource can be utilised to support the partnership in your response.

[Approximate word count: 10-20 words each]

1.	<p>Assessor instructions: The student's response must demonstrate the ability to identify two relevant resources that can be used and an understanding of how those resources could be used to support the partnership.</p> <p>The student's response needs to include a reference to the points below.</p> <ul style="list-style-type: none">• Knowledge and expertise: The organisation may offer workers or train local members to operate the satellite office.• Financial: Funding or financial support may be required to support operating the satellite office expenses.• IT: Where technology may be required, such as client database or to set up communication technology.• Recruitment: Offer support in recruiting appropriate workers for the role.• Intellectual property, such as program materials to use, forms etc.
2.	

- c) Promoting self-determination and community control is essential when partnering with Aboriginal communities. Imagine that you have reached an initial agreement about trialling a satellite program within the community. The program will be delivered at the Wiradjuri Community Centre as a collaboration between two workers from your organisation and a couple of Aboriginal staff from Wiradjuri who can help with cultural brokerage and interpretation.

Discuss 2 other strategies you could integrate into the partnership to encourage self-determination and community control in this program.

[Approximate word count: 10-30 words each]

1.	<p>Assessor instructions: The student's response must demonstrate the ability to integrate two strategies likely to encourage self-determination and community control.</p> <p>The student's response needs to include a reference to the points below.</p> <ul style="list-style-type: none">• Formalise the partnership to establish transparent processes and agreements of roles and responsibilities of partners, such as that the local community should own the partnership.• Work with the community to determine how the achievement of their partnership goals can be measured.• Make sure the planning and implementation of the program are done with significant input and leadership by community stakeholders.• Train up people from the community to lead the program.• Set up a clear plan that the local community should own the partnership.
2.	

- d) Complete the following adapted MoU template by documenting the details relevant to the partnership discussed throughout this question.

<p>Assessor instructions: The student's response must demonstrate the ability to devise and document ways to support the delivery of services and programs that are culturally safe and encourage increased participation.</p>
<p>MEMORANDUM OF UNDERSTANDING</p>

<p>Between:</p> <p>“Kookaburra Community Centre” and “Wiradjuri Community Centre”</p>
<p>1. Purpose of this document:</p> <p>[Approximate word count: 50 words]</p>
<p>“This Memorandum of Understanding outlines the intentions of both the Kookaburra Community Centre and Wiradjuri Community Centre for a shared commitment to work collaboratively in the development of culturally appropriate satellite program for Aboriginal and Torres Strait Islander people in the local area.”</p>
<p>2. The parties agree that:</p> <p><i>[Brief description of the arrangements agreed, e.g., resources and roles and responsibilities involved]</i></p> <p>[Approximate word count: 50 words]</p>
<p><i>Note: Responses may vary for this section depending on their responses to previous questions. Below are example responses only.</i></p> <p>“In this joint project, two workers from Kookaburra Community Centre will work collaboratively with two cultural officers from Wiradjuri Community Centre to deliver service at the satellite office.</p> <p>The satellite program will be located within Wiradjuri Community Centre’s site in the community.</p> <p>Kookaburra Community Centre will fund the program.”</p>

Question 4

For this case study you work as a counsellor in a mainstream health service, and your organisation implements a Cultural Safety Policy (see LMS Assessment 2 page for file: *CHCDIV002_ASS 2_Q4_Cultural Safety Policy.pdf*). Review the policy document and answer the following questions.

- a) Does the Cultural Safety Policy document effectively support the cultural safety of Aboriginal and/or Torres Strait Islander staff and clients? Justify your answer.

[Approximate word count: 70 words]

<p>Assessor instructions: The student’s response must demonstrate that they have reviewed the Cultural Safety policy and assess if the policy supports the cultural safety of ATSI staff and clients.</p>
<p>Example response:</p> <p>“This policy is a positive starting point for providing a culturally safe environment for Aboriginal and/or Torres Strait Islander staff and clients. The policy outlines a focus on respectful communication where co-workers and clients can feel cultural safe, acknowledged and respected.</p> <p>The policy sets guidelines to achieve this and details how management and all employees are expected to contribute to providing a culturally safe environment.”</p> <p>Students answers may vary, however they must identify if they believe the policy supports cultural safety, providing justification for their answer.</p>

- b) Identify 2 ways you would promote improved communication with Aboriginal and/or Torres Strait Islander colleagues or clients by adding to or amending to the policy document. Clarify the type of change (add or amend) and the recommended improvement.

[Approximate word count: Up to 40 words each]

1.	<p>Assessor instructions: The student's response must include two [2] ways to add to or amend the Policy document in order to improve communication with ATSI staff and clients. Students answers may focus on one group or the other [staff and/or clients], but must represent the opportunity to improve communications between non-ATSI and ATSI people.</p> <p>Some ways to improve communication may include:</p> <ul style="list-style-type: none"> • Adjusting the policy to capture correct terminology in addressing Aboriginal and/or Torres Strait Islander peoples in all communications. • Add details around the correct use of Acknowledgement of Country and/or Welcome to Country. • Add a Procedure document to capture how the Cultural Safety Policy can be addressed in practical terms, including more information on the different methods of communication outlining when and how to use them. <p>Alternative strategies may be suggested, however they must address the assessor instructions above.</p>
2.	

Assessment checklist:

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

Question 1	a	<input type="checkbox"/>
	b	<input type="checkbox"/>
	c	<input type="checkbox"/>
	d	<input type="checkbox"/>
Question 2	a	<input type="checkbox"/>
	b	<input type="checkbox"/>
	c	<input type="checkbox"/>
	d	<input type="checkbox"/>
Question 3	a	<input type="checkbox"/>
	b	<input type="checkbox"/>
	c	<input type="checkbox"/>
	d	<input type="checkbox"/>
Question 4	a	<input type="checkbox"/>
	b	<input type="checkbox"/>



Congratulations, you have reached the end of Assessment 2!

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