



CHCDIV001

Work with diverse people

ASSESSOR GUIDE

Assessment 2 of 3

Project 1 – Case Study



Assessment Instructions

Task overview

This assessment is divided into 3 parts:

- Part A: Welcome Farah
- Part B: Assure Sasha
- Part C: Respect Bobby

Read each question carefully before completing the tasks as set out in each section.

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.

Part A: Welcome Farah

Read the case study below and then complete the tasks that follow.

CASE STUDY

You are working in a mental health clinic as a support worker. Farah, a new resident is arriving today and you are tasked with welcoming Farah to the facility.

Farah is 87 years old. Farah is hard of hearing and does not like wearing a hearing aid. English is also Farah's second language with significant gaps, as such communication to date has been through a family member.

Upon arrival, you notice that Farah appears to be frail and upset.

Farah's family has previously advised you that Farah is a Pious Muslim, and concerned with meeting the requirements of prayer 5 times a day and Mosque attendance every Friday afternoon. You assure the family that the facility is culturally competent and already has a number of Muslim residents that have these needs accommodated.

To help reassure Farah, you must set up a meeting to discuss these religious requirements.

Task 1: Welcome role play

You have set a time early on Farah's first day at the facility to discuss his religious requirements. During this meeting, you must:

- Welcome Farah to the facility.
- Confirm Farah's religious needs.
- Assure Farah that you will accommodate these needs.

In this role play you must demonstrate the following:

1. Apply professional verbal and non-verbal communication skills.
2. Be respectful in your communication style, tone and language to convey the value and respect you have for diversity as this applies to Farah.
3. Identify and address any language barriers with a view to increasing inclusiveness for Farah and building your relationship.
4. Identify and address any other communication barriers to ensure Farah feels safe and secure in this new environment.
5. Presents professionally (clean and tidy, neat hair and appropriate business attire).

This meeting should not exceed 5 minutes. Details on who to engage and the recording requirements are captured in the Role Play Instructions below.

ROLE PLAY INSTRUCTIONS

The role play/meeting must include at least 1 other participant, must not exceed 5 minutes duration and must address all elements of the Observation Checklist below.

Participant requirements:

- **Number of participants:** 1
- **Role:** Farah, elderly resident at facility with language and hearing limitations.

- **Gender:** The role of Farah may be played by either a female or male participant.
- **Contribution:** They must contribute as follows:
 - Perform the role of an elderly resident.
 - Present as frail with difficulty hearing (not wearing hearing aid) and language (minimal English) limitations that inhibit the conversation.
 - When not understanding, present by nodding and saying "OK".

Resourcing requirements:

In this task you will participate in a role-play meeting with another person. This may be resourced using one of the following options:

1. A peer who you are already working with, in the industry your qualification relates to.
2. A fellow student who will play the role of a resident. Please contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

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

Option 1: Peer participant

Should you complete this task with your Peer, you must fully brief them first, 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.

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

Option 2: Fellow student participant

Fellow student 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 participants 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 play must be recorded with all participants captured in a virtual room.

Once you have logged into your course assessment page, there is the option to record directly into the online platform. Alternatively you may use a system such as Zoom, Skype or Teams to record the session and then load the file on completion.

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 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 participants 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.

Assessor instructions: Students must conduct a meeting with 1 participant playing the role of elderly resident Farah.

This meeting must address the following conversation points:

- Welcome Farah to the facility.
- Confirm Farah's religious needs.
- Assure Farah that you will accommodate these needs.

Students must complete the tasks and demonstrate the skills outlined in the observation checklist below.

ASSESSOR OBSERVATION CHECKLIST: Part A, Task 1

Students are required to engage in a short meeting to discuss the religious needs of an elderly resident named Farah.

This meeting should be a maximum of 5 minutes. Participants must address specific presentation and performance elements as identified.

Students must ensure they demonstrate each of the performance criteria outlined in the observation checklist below.

Students will be graded as S [Satisfactory] or NYS [Not Yet Satisfactory] for each of the following elements.

ACTIVITY	Tick as appropriate	ASSESSOR COMMENTS Where NYS is selected, Assessors must include a comment on the gap below.
Delivery checklist		
Completed the session with 1 other participant playing the role of an elderly patient.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
Captures consent of all parties to the role play recording.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
Conducted the recording within the 5 minutes allocated (excluding recording consent time).	NYS <input type="checkbox"/> S <input type="checkbox"/>	
Task checklist		
Cover the following discussion points with Farah:	NYS <input type="checkbox"/> S <input type="checkbox"/>	
• Welcome to the facility.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
• Confirm Farah's religious requirements.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
• Outline how these will be met.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
• Assure Farah these needs will be met.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
Skills checklist		

<p>1. Apply professional verbal and non-verbal communication skills.</p> <p>Students must demonstrate verbal communication by:</p> <ul style="list-style-type: none"> • Speaking clearly in plain English. • Ensuring their words are appropriate to the message and audience. • Ensuring words are spoken at an appropriate speed, pitch, tone and volume for the audience. <p>Students must demonstrate non-verbal communication by:</p> <ul style="list-style-type: none"> • Use of posture (leaning in slightly) and space (providing personal space) as appropriate. • Facial expression including eye contact, nodding and smiling. • Use of body such as gesturing, not fidgeting etc. 	<p>NYS <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	
<p>2. Be respectful in your communication style, tone and language to convey the value and respect you have for diversity as this applies to Farah.</p> <p>Students must demonstrate this by:</p> <ul style="list-style-type: none"> • Focus attention on Farah. • Participate in the conversation. • Show active listening. • Respond to verbal and non-verbal cues provided by Farah. • Use affirming responses. 	<p>NYS <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	
<p>3. Identify and address any language barriers with a view to increasing inclusiveness for Farah and building your relationship.</p> <p>Students must demonstrate this by:</p> <ul style="list-style-type: none"> • Asking Farah if he/she understands what is being said. • Asking Farah to confirm what is being said. • Suggest getting an interpreter or family member in or on the phone to help Farah understand the conversation. 	<p>NYS <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	
<p>4. Identify and address any other communication barriers to ensure Farah feels safe and secure in this new environment.</p> <p>Students must demonstrate this by:</p> <ul style="list-style-type: none"> • Asking Farah if he/she can hear what it being said. • Asking Farah to confirm what is being said. • Suggest Farah put hearing aid in to better hear the conversation. 	<p>NYS <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	
<p>5. Show respect by presenting yourself professionally (clean and tidy, neat hair and appropriate business attire).</p> <p>Students must demonstrate this by:</p> <ul style="list-style-type: none"> • Being clean and tidy. • Have neat hair. 	<p>NYS <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	

• Be appropriately dressed.		
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Task 2: Welcome questions

Answer the following 3 questions in relation to the case study and role play completed in Part A Task 1.

QUESTION 1

Identify 1 social and 1 cultural impact this move is likely to have on Farah. These may be impacts perceived by Farah or real impacts of the move.

Assessor instructions: Students must identify a social and cultural impact the move is likely to have on Farah.

Benchmark standards of student responses provided below, however students' wordings may vary.

ISSUE TYPE	IMPACT (Word count: Up to 40 words each)
Social impact	Moving house Farah is likely to feel isolated from his community and family. Based on this Farah is likely to feel lonely and afraid.
Cultural impact	Farah believes that he will not have access to the resources needed in order to meet his prayer requirements such as daily prayers and transport to the mosque weekly. This will make him feel powerless.

QUESTION 2

Outline 1 language issue and 1 other communication issue you identified during your conversation with Farah. How did you identify them and what solutions did you suggest to address them?

Assessor instructions: Students must identify issues related to Farah's difficulty hearing (not wearing hearing aid) and language (minimal English) limitations that inhibited the conversation they had. They must include what cues they observed that helped them to identify the issues and what strategies/solutions they recommend to address them.

Benchmark standards of student responses provided below, however students' wordings may vary.

ISSUE TYPE	ISSUE (Word count: Up to 10 words each)	HOW IT WAS IDENTIFIED (Word count: Up to 30 words each)	SOLUTIONS TO ADDRESS (Word count: Up to 20 words each)
Language issue	Can't hear – needs hearing aids.	Farah was leaning in, but looked confused like he could not hear what was being said.	It is recommended that Farah wear a hearing aid for all future meetings/ conversations with staff. Alternate solutions may include:

			<ul style="list-style-type: none"> Write messages to Farah rather than schedule meetings.
Other communication issue	Can't understand what was being said. Limited English.	Farah seemed to nod and say OK regardless of the tone/content of the conversation. Farah also did not use much English to reflect he/she knew much English.	It is recommended that future conversations with Farah being conducted with a family member or interpreter available.

QUESTION 3

What other changes could be making Farah feel upset about coming to the facility? Considering Farah's age, ethnicity, culture, beliefs etc, identify 1 other element that may cause anxious feelings and 1 potential solution you could apply to help support Farah during this transition.

[Word count approximately 55 words in total]

Assessor instructions: Students must identify alternate issues Farah may feel anxious about in moving to the facility. Identify 1 other potential issue and what strategies/solutions may be used to ease Farah into the facility.

Benchmark standards of student responses provided below, however students' wordings may vary.

POTENTIAL ISSUE [Word count: Up to 10 words]	POSSIBLE SOLUTIONS TO EASE FARAHs TRANSITION [Word count: Up to 30 words]
Moving away from Muslim community.	<p>Farah could be introduced to some of the other Muslim residents so that they can help settle Farah in and work to create a new community.</p> <p>Alternate answers may include:</p> <ul style="list-style-type: none"> Fear of a change in routines: Communicate the facilities routines and make sure that Farah understands that there are routines there too that support his culture/religion/preferences. Sadness about moving out of family home: Ensure that Farah has some key meaningful personal effects including family photos, religious statues/symbols etc moved into his room in the facility to provide some familiarity.

Part B: Assure Sasha

Read the case study below and then complete the tasks that follow.

CASE STUDY

You are a support worker at a Community Mental Health Rehabilitation Centre. Jason is a new client and has formed a friendship with Paul. Paul has been quite lonely and didn't have a close friend until Jason came and both he and Jason have been really happy spending time together.

Jason's child, Sasha, who is very religious, asks to talk to you. Sasha expresses concern about the friendship forming between Jason and Paul because it is understood that Paul was previously in a same-sex partnership and his partner is now deceased. The concern being that Paul will coerce Jason into a romantic relationship. Sasha believes this type of relationship is morally wrong and worries for Jason.

As Jason's child and in line with paperwork he signed when he started attending the facility you are able to discuss all elements of his care with Sasha, however you must not discuss any information relating to Paul with Sasha due to privacy, confidentiality and your duty of care towards the residents.

You are also aware that your facility is committed to providing Mental Health Rehabilitation services that are all inclusive and non-discriminatory. This includes sexual preferences and genders including lesbian, gay, bisexual, trans and gender diverse and intersex elders (LGBTI) in line with Australia's federal anti-discrimination laws and the community service providers commitment to deliver inclusive and appropriate care.

However you need to allay Sasha's fears as much as possible to ensure you have a positive relationship going forward.

Task 1: Assuring role play

You have set time to discuss Sasha's concerns around Jason and Paul's relationship, without overstepping your responsibilities regarding their privacy, confidentiality and your duty of care. During this meeting, you must:

- Introduce yourself.
- Invite Sasha to raise any concerns about Jason's care and relationships.
- Clarify your responsibilities in relation to patient privacy, confidentiality and duty of care.
- Assure Sasha that you will support Jason in all aspects of life at the centre, including building healthy relationships.

In this role play you must demonstrate the following:

1. Apply professional verbal and non-verbal communication skills.
2. Be respectful to Sasha in your communication style, tone and language to convey the value and respect you have for Sasha's beliefs.
3. Identify and address any concerns about Jason's care and relationships with Sasha in a way that comforts Sasha and helps you to build this relationship.
4. Be respectful to your clients (Jason and Paul) in what and how you communicate with Sasha. This should ensure their personal safety and privacy while also assuring Sasha that Jason's care is your priority.
5. Show respect by presenting yourself professionally (clean and tidy, neat hair and appropriate business attire).

This meeting should not exceed 5 minutes. Details on who to engage and the recording requirements are captured in the Role Play Instructions below.

ROLE PLAY INSTRUCTIONS

The role play/meeting must include at least 1 other participant, must not exceed 5 minutes duration and must address all elements of the Observation Checklist below.

Participant requirements:

- **Number of participants: 1**

- **Role:** Sasha, child of a patient (Jason).
- **Gender:** The role of Sasha may be played by either a female or male participant.
- **Contribution:** They must contribute as follows:
 - Perform the role of a child of Jason.
 - Present as concerned about your father.
 - Present as very religious and concerned for Jason's morality regarding a friendship he is forming with another patient believed to have previously been in a same-sex relationship.

Resourcing requirements:

In this task you will participate in a role-play meeting with another person. This may be resourced using one of the following options:

1. A peer who you are already working with, in the industry your qualification relates to.
2. A fellow student who will play the role of a child of a patient. Please contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

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

Option 1: Peer participant

Should you complete this task with your Peer, you must fully brief them first, 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.

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

Option 2: Fellow student participant

Fellow student 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 participants 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 play must be recorded with all participants captured in a virtual room.

Once you have logged into your course assessment page, there is the option to record directly into the online platform. Alternatively you may use a system such as Zoom, Skype or Teams to record the session and then load the file on completion.

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 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 participants 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.

Assessor instructions: Students must conduct a meeting with 1 participant playing the role of the child of a patient.

This meeting must address the following conversation points:

- Introduce yourself.
- Invite Sasha to raise any concerns about Jason's care and relationships.
- Clarify your responsibilities in relation to patient privacy, confidentiality and duty of care.
- Assure Sasha that you will support Jason in all aspects of life at the centre, including building healthy relationships.

Students must complete the tasks and demonstrate the skills outlined in the observation checklist below.

ASSESSOR OBSERVATION CHECKLIST: Part B, Task 1

Students are required to engage in a short meeting to discuss the concerns of Sasha, a patient's child in relation to a friendship forming between the child's father and another patient believed to have previously been in a same-sex relationship.

This meeting should be a maximum of 5 minutes. Participants must address specific presentation and performance elements as identified.

Students must ensure they demonstrate each of the performance criteria outlined in the observation checklist below.

Students will be graded as S (Satisfactory) or NYS (Not Yet Satisfactory) for each of the following elements.

ACTIVITY	Tick as appropriate	ASSESSOR COMMENTS Where NYS is selected, Assessors must include a comment on the gap below.
Delivery checklist		
Completed the session with 1 other participant playing the role of a patient's child.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
Captures consent of all parties to the role play recording.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
Conducted the recording within the 5 minutes allocated (excluding recording consent time).	NYS <input type="checkbox"/> S <input type="checkbox"/>	
Task checklist		
Cover the following discussion points with Sasha:	NYS <input type="checkbox"/> S <input type="checkbox"/>	
• Introduce yourself.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
• Invite Sasha to raise any concerns about Jason's care and relationships.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
• Clarify your responsibilities in relation to patient privacy, confidentiality and duty of care.	NYS <input type="checkbox"/> S <input type="checkbox"/>	

<ul style="list-style-type: none"> Assure Sasha that you will support Jason in all aspects of life at the centre, including building healthy relationships. 	NYS <input type="checkbox"/> S <input type="checkbox"/>	
Skills checklist		
<p>1. Apply professional verbal and non-verbal communication skills.</p> <p>Students must demonstrate verbal communication by:</p> <ul style="list-style-type: none"> Speaking clearly in plain English. Ensuring their words are appropriate to the message and audience. Ensuring words are spoken at an appropriate speed, pitch, tone and volume for the audience. <p>Students must demonstrate non-verbal communication by:</p> <ul style="list-style-type: none"> Use of posture (leaning in slightly) and space (providing personal space) as appropriate. Facial expression including eye contact, nodding and smiling. Use of body such as gesturing, not fidgeting etc. 	NYS <input type="checkbox"/> S <input type="checkbox"/>	
<p>2. Be respectful to Sasha in your communication style, tone and language to convey the value and respect you have for Sasha's beliefs.</p> <p>Students must demonstrate this by:</p> <ul style="list-style-type: none"> Focus attention on Sasha. Participate in the conversation. Show active listening and acknowledge Sasha's concerns. Respond to verbal and non-verbal cues provided by Sasha. Use affirming responses. 	NYS <input type="checkbox"/> S <input type="checkbox"/>	
<p>3. Identify and address any concerns about Jason's care and relationships with Sasha in a way that comforts Sasha and helps you to build this relationship.</p> <p>Students must demonstrate this by:</p> <ul style="list-style-type: none"> Paraphrasing Sasha's concerns. Asking Sasha to confirm your understanding. Indicate you understand where Sasha is coming from. 	NYS <input type="checkbox"/> S <input type="checkbox"/>	
<p>4. Be respectful to your clients (Jason and Paul) in what and how you communicate with Sasha. This should ensure their personal safety and privacy while also assuring Sasha that Jason's care is your priority.</p> <p>Students must demonstrate this by:</p> <ul style="list-style-type: none"> Advise Sasha of the organisations privacy, confidentiality and duty of care requirements. 	NYS <input type="checkbox"/> S <input type="checkbox"/>	

<ul style="list-style-type: none"> • Advise Sasha you are unable to discuss Paul's history or relationships without his explicit consent. • Speak respectfully and positively about Jason and Paul at all opportunities. • Confirm that Jason AND Paul are there to receive care and that this is your priority. • Advise that should their friendship cause any concern in relation to their mental health that you will support them as needed. 		
<p>5. Show respect by presenting yourself professionally (clean and tidy, neat hair and appropriate business attire).</p> <p>Students must demonstrate this by:</p> <ul style="list-style-type: none"> • Being clean and tidy. • Have neat hair. • Be appropriately dressed. 	<p>NYS <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	

Part C: Respect Bobby

Read the case study below and then complete the tasks that follow.

CASE STUDY

Bobby, one of the male residents in your Community Mental Health Rehabilitation Centre 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'.

Task 1: Understanding diversity issues

Based on this case study, answer the following 2 questions.

QUESTION 1

Identify 1 social and 1 cultural impact the Australia Day celebrations are having on Bobby.

Assessor instructions: Students must identify a social and cultural impact of the Australia Day celebrations on Bobby.

Benchmark standards of student responses provided below, however students' wordings may vary

ISSUE TYPE	IMPACT (Word count: Up to 40 words each)
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Social impact	A social impact could be Bobby's isolation. As the only person with a different perspective on the Australia Day celebrations, Bobby is effectively excluded from the festivities.
Cultural impact	As a part of the stolen generation, Bobby does not see the colonisation of Australia as a positive event – rather it is the basis for much trauma for himself and his people. This has upset Bobby and made him quite angry.

QUESTION 2

Based on the issues and impacts outlined in Part C Task 1.1 above, identify 3 things the facility can do to move towards sensitively resolving this issue for Bobby. Outline how you would implement each recommendation. Include details of other individuals or groups you would engage to assist with this process.

Assessor instructions: Students must identify one potential solution that can help Bobby feel less distressed about the decorations and celebration.

Benchmark standards of student responses provided below, however students' wordings may vary.

POTENTIAL SOLUTION (Word count: Up to 15 words)		PLAN TO IMPLEMENT THIS SOLUTION (Word count: Up to 40 words)
1.	Incorporate an Acknowledgement of Country in the celebrations.	Invite local Aboriginal and Torres Strait Islander people's to conduct an Acknowledgement of Country to kick off any celebrations. While this can be done by anyone, it would be best if this was performed by an Aboriginal and/or Torres Strait Islander.
2.	Provide cultural safety and cultural sensitivity training to staff.	Formally organise Cultural Safety training for all staff at the centre. Engage an external training provider to offer an independent point of view.
3.	Invite Bobby to speak about what Australia Day means to him/his people.	Set aside time to meet with Bobby and invite him to present to the residents and staff to educate them on what Australia day means to him and the Ngunnawal people in order to build cultural awareness and sensitivity. Additional alternative solutions may include: <ul style="list-style-type: none"> • Ask Bobby for his input into how to acknowledge Australia Day for the centre: Set aside time to meet with Bobby and discuss how he would like to approach the celebration. • Contain the decorations to one area: Remove the decorations from the common areas and place them in a specific area that is less likely to impact Bobby. This would require assistance from the maintenance/janitorial staff to action.

Task 2: Supporting Bobby

Read the case study below and then complete the task that follows.

CASE STUDY

Following the recent incident with Bobby you pull him aside to have a conversation about what is wrong. You show Bobby empathy and consideration and take the time to just listen.

During your meeting with Bobby, you give him a chance to explain his perspective and voice his frustrations. They seem to primarily stem from the lack of consideration for him and his community.

After learning more about Bobby and thinking through the social and cultural implications that Australia Day hold for him and others like him, you realise that the best way to identify solutions that will support Bobby, need to involve him.

You both agree that some Aboriginal and/or Torres Strait Islander participation should be included at the celebration. Bobby would also like the opportunity to speak during the celebration to explain his experiences and perspective in order to give the build cultural awareness across the centre.

You agree that this would be a great idea and promise to present this to Suzie, your manager to get it approved and implemented as soon as possible.

Following on from this meeting with Bobby, you promised to present Bobby's story in relation to the recent Australia Day celebrations, the impacts this had on him and your combined proposed solution to your Manager for implementation.

In the template below, draft this email to your Manager. Include the following in your message:

- The recent distressing incident around the Australia Day celebrations.
- The impact on Bobby and potentially other residents.
- Actions taken to de-escalate the issue with Bobby (including what you did and how you did it).
- Actions taken in relation to your meeting with Bobby.
- The outcome of your meeting with Bobby.
- The recommendation for review and approval.

This communication must be professional, respectful in tone and apply appropriate use of language.

Capture this communication in the email template below.

[Approximate word count: 250 words in the body of the email]

Email Template	
To:	Suzie@CMHRC.org.au
From:	YOU@ CMHRC.org.au
CC:	<<Add names and position title of carbon copy email recipients here (leave blank if none)>>
Date/time:	<<Add the time and date of the email here>>
Subject:	<<Add the subject of the email here>>
Attachments:	<<Add the name of any attachments here (leave blank if none)>>

<p>To <<Add recipient name here>>, <<Add your message content here>> Kind regards , <<Add your name here>></p>
<p>Support Worker – Community Mental Health Rehabilitation Centre 1001 Mindful St, Sydney, NSW 2000 Phone: 1800 333 333 http://www.CMHRC.org.au</p>

Assessor instructions: Students must draft an email communication to Suzie, the Manager at CMHRC to propose a solution to a recent incident at the centre as outlined in the case study across Part C.

Their communication must be positive and professional and incorporate the following:

- The recent distressing incident around the Australia Day celebrations.
- The impact on Bobby and potentially other residents.
- Actions taken to de-escalate the issue.
- Actions taken in terms of meeting with Bobby.
- The outcome of your meeting with Bobby.
- The recommendation for review and approval.

The students email must be written professionally, respectful in tone and use appropriate language.

A sample answer is provided below. Students answers will vary, however must address the elements captured in the assessor instructions above.

Email Template	
To:	<i>Manager @CMHRC.org.au</i>
From:	<i>YOU@CMHRC.org.au</i>
CC:	
Date/time:	<i>23/3/23 @ 9:15am</i>
Subject:	<i>Cultural Sensitivity</i>
Attachments:	<i>N/A</i>
<p>To <i>Suzie</i>,</p> <p>I would like to report an issue that I witnessed today with Bobby.</p> <p>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.</p> <p>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 maintain a neutral body stance. I had respect for Bobby’s personal space and kept a safe distance to listen to him.</p>	

When Bobby had calmed down, he advised that he is feeling disrespected and angry about the Australia Day celebrations because it brings back traumatic memories for him, being from the Stolen Generation – a direct consequence of colonisation.

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

Bobby 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.

Bobby would also 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.

I told Bobby that I felt his suggestions were fantastic, and I would present them to you for inclusion in the festivities. Please let me know if this is something you agree we could accommodate - Bobby is also looking forward to hearing your thoughts about this.

Kind regards ,

<<Add your name here>>

Support Worker – Community Mental Health Rehabilitation Centre
 1001 Mindful St, Sydney, NSW 2000
 Phone: 1800 333 333
<http://www.CMHRC.org.au>

Assessment checklist:

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

PART A: Welcome Farah		
Task 1	Welcome role play	<input type="checkbox"/>
Task 2	Welcome questions x 3	<input type="checkbox"/>
PART B: Assure Sasha		
Task 1	Assuring role play	<input type="checkbox"/>
PART C: Respect Bobby		
Task 1	Understanding diversity issues questions x 2	<input type="checkbox"/>
Task 2	Supporting Bobby email	<input type="checkbox"/>

 **Congratulations you have reached the end of Assessment 2!**

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