



CHCDIV001

Work with diverse people

Assessment 3 of 3

Reflection

Assessment Instructions

Overview

This assessment is divided into two [2] tasks. based on the “Amy” scenario in Assessment 2.

- **Task 1:** Based on the role play scenario with ‘Amy’ in Assessment 2 you will undertake a structured reflection.
 - You will follow Gibbs Reflective Model [“The Model”], by working your way through the six [6] steps as set out in Task 1. For further information regarding The Model, please refer to your Learning Resource on the LMS.
 - [Word Count – approximately 250 words in total]
- **Task 2:** You will write a Report based on seven [7] questions within this task.
 - [Word Count – approximately 200-300 words in total]



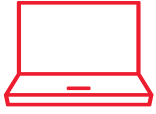
To complete this assessment, you will need:

- Computer with internet and email access, and a working web browser
- Installed software: Word, Adobe Acrobat Reader
- policies and procedures relevant to the task:
 - [SOE student handbook](#)
 - [Business \[swinburneopen.edu.au\]](http://Business.swinburneopen.edu.au) click and follow instructions to download the course guide for the stream you are enrolled in.
- [Personal work schedule template.](#)
- Access to learning content in the LMS
- Two relevant stakeholders to review and provide feedback on your personal work schedule:
 - Internal stakeholder: one of the personnel can be a friend OR colleague OR a family member OR a fellow student
 - External stakeholder: second personnel will be your Assessor

Student Guide overall assessment: Students note there are no ‘correct’ or ‘incorrect’ answers as the personal work schedule is based on your individual circumstances. However, for marking purposes, the assessors will be ensuring that you have followed and completed all tasks as per task instructions and in line with the assessment’s requirements. If you have any questions regarding this assessment, you can contact your Assessor for clarification.

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.

Undertake a structured reflection

Task 1: Undertake a structured reflection

Reflect back on your role play task with Amy that you recorded in Assessment Two [2] and use this experience to conduct your structured reflection.

You will follow the Gibbs Reflective Model ["The Model"], by working your way through the six [6] steps as set out below. For further information regarding The Model, please refer to your Learning Resource.

[Word Count – approximately 250 words in total]

1. Description: What are the facts of the situation? Who was involved? What occurred?

Student's reflective responses will vary, however, there must be a clear description of the situation and their chosen role play.

For instance:

Amy is the daughter of Jason who is a new client in the facility.

He has formed a close friendship with a Paul who didn't have any close friends before he met Jason.

Amy is religious and appears to be concerned about the relationship between her father and Paul as she understand that Jason's lifelong partner was another male and is now deceased.

The facility has a commitment to provide aged care services that are inclusive of all people, including LGBTI.

2. Feelings: How did you feel at the time? Were there any perceived challenges?

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

- Empathetic towards Amy's concerns in addition to Paul and Jason's.
- Aware of privacy and confidentiality processes
- Aware of the facility's commitment to inclusiveness

3. Evaluation: What went well? What didn't go so well? Were there influences or limitations that affected your actions/behaviors?

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

The good things about the experience include:

- Being able to actively listen to and empathise with Amy's concerns
- Being able to provide professional information re: Privacy, confidentiality.
- Being able to escalate issue to supervisor

Things that didn't go too well

- Potential personal conflict: Perhaps student felt uncomfortable about the situation

4. Analysis: What is the main area of concern?

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

Amy's opinions regarding her father's relationship with another resident. Her religious beliefs appear to play a significant role in her concerns for her father.

Student may have concerns such as:

- feeling anxious about not being able to support her needs
- feeling uncomfortable about Amy's opinions

5. Conclusion: What have you discovered? What have you learned? What questions remain?

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

During the role play some challenges included:

- Perhaps the facility may need to have more awareness of the family and carer's concerns
- The facility may need to provide more resources, support and material relating to inclusiveness when a new resident arrives at facility with their family for carer.

This student has identified that the facility could benefit through providing:

- The facility having more resources/material on hand for carers and family members
- The facility could provide training to staff on how to manage conflicts and difficult situations.

6. Action: What will you do differently and how? What help do you need?

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

- Discuss findings with supervisor
- Suggest further training and development for managing conflicts with the family/carer and resident
- Have easy to access resources readily available including posters/signage of inclusivity

Task 2: Your perspective on diversity

For this task you will write a brief report based on the following questions.

When developing your report, consider your own ability working with people who have diverse values and cultures. Consider your workplace where you are conducting your placement and the values that are driven through the organisation to ensure people are recognised, understood, and respected. Think about your own values, beliefs and how you contribute to valuing diversity in the workplace.

1. **Valuing Diversity:** How do you value and respect diversity and inclusiveness across all areas of your work?

2. **Contributing to diversity and inclusiveness:** Based on your appreciation for diversity and inclusiveness, how do you contribute to the development of workplace and professional relationships?
3. **Supporting diversity in the workplace:** How do you use work practices to support a safe environment for everyone in the workplace?
4. **Identifying your own social and cultural perceptions:** How would you describe your own social and cultural perspectives and biases?
5. **Identifying your own limitations of social awareness:** Consider your own limitations of social awareness and identify at least two (2) constraints.
6. **Working inclusively to show your understanding:** Consider what skills are needed when working inclusively with others?
7. **Improving self-development of social awareness:** Consider how you might be able to enhance your social awareness skills through self-development.

(Word count – approximately 250 – 300 words in total)

<Complete your brief report here>

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

1. Valuing Diversity

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

2. Contributing to diversity and inclusiveness

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

3. Supporting diversity in the workplace

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

4. Identifying own social and cultural perceptions

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

5. Identifying own limitations of social awareness

- Recognition that all people within the organisation are working towards the same goal: to ensure the safety and well-being of their clients.
- Recognition and acceptance of people's differences and being able to embrace/respect them.

6. Working inclusively to show understanding

Student responses will vary depending on their own values, beliefs, and perceptions; however, their responses may include the following skills:

- Active listening
- Being respectful
- Being empathetic
- Engaging

7. Improving self-development of social awareness

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

Students must have completed the two [2] tasks before submitting. This includes:

1	Task 1: Conducted a structured reflection based on Role Play.	<input type="checkbox"/>
2	Tasks 2: Developed a written report based on the student's perspective of diversity.	<input type="checkbox"/>

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

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