



MARKING GUIDE

CHCDIV002

Promote Aboriginal and/or Torres Strait Islander cultural safety

Assessment 1 of 3



Assessment Instructions

Task overview

This assessment task is divided into 17 questions.

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



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

Define the term 'cultural safety' and explain why it is essential for any counselling organisation to promote culturally safe practices when working with Aboriginal and Torres Strait Islander clients.

(Approximate word count: 150 words)

Assessor instructions: The student must demonstrate an understanding of cultural safety and why it is essential to work with Aboriginal and/or Torres Strait Islander clients in counselling. The student's response needs to include a reference to the points below.

- Cultural safety is about creating an environment that is safe for Aboriginal and Torres Strait Islander people. This means there is no assault, challenge, or denial of their identity and experience.
- Cultural safety is about: Shared respect, shared meaning, and shared knowledge.
- Cultural safety encompasses a reflection on individual cultural identity and a recognition of the impact of personal culture on one's professional practice and the effect cultural issues have had on clients and broader society.
- Culturally safe work practices empower clients and enable them to contribute to the achievement of positive outcomes as a result of engagement.
- A culturally safe workplace has a defined set of values and principles, and demonstrates behaviours, attitudes, policies, and structures that enable all workers to work effectively cross-culturally. In a culturally safe workplace all workers feel comfortable, supported, and respected.
- Counselling organisations must promote cultural safety due to the history of injustice faced by Aboriginal and Torres Strait Islander peoples and promote more effective service provision based on understanding these issues.

Question 2

Cultural safety is considered an 'outcome' instead of something organisations can provide. What implication does this have on promoting cultural safety when working with Aboriginal and Torres Strait Islander peoples?

(Approximate word count: 60 words)

Assessor instructions: The student's responses should demonstrate an understanding of cultural safety as an outcome determined by the clients/consumer. Hence engagement with them is necessary for the promotion of cultural safety.

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

- It requires us to ask the client or service recipient whether they felt they were treated with respect and had their culture, values and preferences taken into account—whether they felt safe.
- It requires support staff and services to be culturally aware and competent and have an ongoing commitment to engage the recipient of services to determine and improve their safety experiences.

Question 3

A common misconception is that Aboriginal and Torres Strait Islander peoples are culturally homogenous.

Outline 3 things that highlight the diversity of Aboriginal and Torres Strait cultures.

(Approximate word count: 20-30 words per point)

1. **Assessor instructions:** The student's responses must demonstrate an understanding of the diversity of

	<p>Aboriginal and Torres Strait cultures.</p> <p>The student's response needs to include a reference to three of the points below.</p> <ol style="list-style-type: none"> 1. Each culture has its languages, kinship structures, cultural practices and ways of life. 2. Connection to land is central to Aboriginal peoples. They are connected to the land through their stories, knowledge, culture and traditions. 3. Aboriginal peoples lived in small family groups, with each family group living in a defined territory. Groups had their distinct history and culture. 4. Torres Strait Islander peoples have a solid connection to the sea and are traditionally engaged in trade with other islands and the people of Papua New Guinea. 5. The culture of Torres Strait Islanders is complex – it varies between each island or community; it consists of Australian, Papuan and Austronesian elements, with various languages spoken among Torres Strait Islanders.
2.	
3.	

Question 4

Identify 4 critical factors that may impact service delivery to Aboriginal and Torres Strait Islander peoples. Describe the potential impact on service delivery for each of the four factors.

(Approximate word count: 50 words each)

1.	
2.	
3.	
4.	

Describe potential impact of each of the above factors.

Assessor instructions:

Students must list the four (4) factors that may impact service delivery as follows:

1. Impact of European settlement
2. Loss of land and culture
3. Racism and discrimination
4. Past and present power relations.

Students must also demonstrate an understanding of the cultural factors that may impact service delivery for Aboriginal and Torres Strait Islander clients capturing key potential impacts of each of the four factors above.

Example response:

The unjust treatment of Aboriginal and Torres Strait Islander people characterised the European colonisation of Australia. The period of colonisation saw a massive decrease in First Nation peoples in Australia. Those who remained were often segregated from the settler population and forcibly removed from their communities. This

has led to a distrust of western systems that remains today. Aboriginal and Torres Strait Islander people were forced off their land, and many children were taken and put into residential schools or white foster homes. They are those referred to as the stolen generation. This stripped many people of their traditional culture and ways of life. Racism and discrimination still exist today, and many Aboriginal and Torres Strait Islander Australians report experiences of both personal and systemic discrimination.

These factors have exacerbated the imbalance in power relations. Aboriginal people have been socio-economically disadvantaged. The settler population is seen as having more power and control over how society operates, including how services are developed and implemented. In many cases, this is not consistent with their cultures. These issues act as barriers to service access for Aboriginal and Torres Strait Islander people and must be overcome for relationships and trust to improve.

Question 5

Aboriginal and Torres Strait Islander people have experienced significant historical injustice and present pervasive discrimination that has resulted in increased risk for trauma and its associated symptoms. Complete the following table by describing how trauma might affect a person’s ability to make decisions, communicate, understand, and retain information.

(Approximate word count: 20-40 words per element)

Assessor instructions: The student’s responses must demonstrate an understanding of the impact of trauma on decision-making, communicating, understanding, and retaining information.	
Impact of trauma on a person’s ability to:	
a) Make decisions	<p>The student’s response needs to include a reference to the points below.</p> <ul style="list-style-type: none"> – People who have experienced trauma might find it more challenging to make accurate judgments of their situation. – Decisions are more likely to be influenced by emotions of fear and anxiety.
b) Communicate	<p>The student’s response needs to include a reference to the points below.</p> <ul style="list-style-type: none"> – Because of intrusive thoughts, people who have experienced trauma may have difficulty concentrating on what another person is saying. – Trauma may cause communication breakdowns within the family.
c) Understand the information	<p>The student’s response needs to include a reference to the points below.</p> <ul style="list-style-type: none"> – Trauma can make people feel exhausted or confused. – Trauma can cause difficulty in how people process information.
d) Retain information	<p>The student’s response needs to include a reference to the points below.</p> <ul style="list-style-type: none"> – Trauma symptoms such as intrusive thoughts and sleeplessness can affect a person’s memory and make it more difficult to remember things. – Memory, in general, can be impacted negatively by trauma, making it harder to retain information.

Question 6

Is promoting the cultural safety of Aboriginal and Torres Strait Islanders a legal responsibility of the counselling organisation? Explain your reasoning.

MARKING GUIDE

(Approximate word count: 50 words)

Assessor instructions: The student's response must demonstrate an understanding the legislative context for Aboriginal and Torres Strait Islander cultural safety.

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

- Various federal and state-based anti-discrimination laws are set out to protect individuals from discrimination over their characteristics, including race or cultural identity. Hence, providing a safe and discrimination-free workplace and service environment to Aboriginal and Torres Strait Islander clients and staff is essential to comply with these legislative requirements.

Question 7

Aboriginal and Torres Strait Islander peoples experience higher rates of some health problems than wider non-Indigenous communities. Briefly outline the common health issues experienced by Aboriginal and Torres Strait Islander peoples and explain how past and present social issues have contributed to this disparity.

(Approximate word count: 100 words)

Assessor instructions: The student's response must demonstrate an understanding of common health issues experienced by Aboriginal and Torres Strait Islander peoples and how past and present social issues have contributed to the disparity.

Exemplar responses are provided below.

- Aboriginal and Torres Strait Islander peoples experience higher rates of chronic illness, including cancer, cardiovascular diseases, mental and substance use disorders, cancer, chronic kidney disease, diabetes, vision loss, hearing loss and selected musculoskeletal, respiratory, neurological and congenital disorders.
- The disparity has been created and exacerbated by issues stemming as far back as European colonisation. Loss of land, loss of culture, and poor treatment have resulted in a cycle of poverty for many Aboriginal and Torres Strait Islander communities. These led to a vicious cycle of disadvantages, such as lower economic participation and overrepresentation in the justice system.

Alternative answers may reflect the following elements:

- Many factors impacted their access remoteness, affordability, past experiences of racism, stigma, shame, and cultural safety.
- Social discrimination issues and the healthcare system's structure (which means inadequate services in Aboriginal and/or Torres Strait Islander communities) has impact engagement with healthcare services (e.g., many communities don't receive adequate healthcare).
- Social issues and structures mean that many communities receive inadequate education and access to adequate nutrition, which exacerbates health issues.

Other correct/logical responses are also acceptable, although they must address all elements of the instructions above.

Question 8

Consider everything you have learned about cultural awareness, competency, and safety. Explain cultural awareness and cultural competence and how they help promote cultural safety when working with Aboriginal and Torres Strait Islander clients.

(Approximate word count: 100 words)

MARKING GUIDE

Assessor instructions: The students must demonstrate an understanding of the relationship between cultural safety and cultural awareness and competence.

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

- Cultural awareness can help you to understand that there are cultural differences as well as help you to understand critical cultural issues.
- Cultural competence means having skills and knowledge to be effective in cross-cultural situations. It can help workers adapt their approach to meet diverse clients' needs better.
- Both cultural awareness and cultural competence are essential in helping an individual promote cultural safety, but cultural safety is more than just having understanding and competence. It also requires a genuine review of where power imbalances within the service relationship and delivery system may be culturally unsafe.

Question 9

Complete the following SELF-REFLECTION ACTIVITY in line with the reading found at Topic 6 - "White Privilege: Unpacking the Invisible Knapsack" of the learning content and then answer the questions that follow.

SELF-REFLECTION ACTIVITY

(See learning sub topic: Ground Practice in Self-Awareness)

Reflect on your own day-to-day experiences. Do you relate to any of the privileges in Topic 6? Are there any privileges mentioned that you do not experience? Are there any you might add? How will you use your improved awareness of your position of privilege, or lack thereof, to promote cultural competence in your work?

If you have already commenced the above self-reflection activity as part of Topic 3 in the learning, expand on your original reflection in line with the questioning below.

In the space provided, reflect on your initial thoughts about this question. Do you relate to any of the privileges in the reading? Are there any privileges mentioned that you do not experience? Are there any you might add?

You must also outline how you intend to use your improved awareness of your position of privilege, or lack thereof, to promote cultural competence in your work.

Note: This is a self-reflection question. While there are no specified answers, your response must demonstrate that you have reflected on your own culture and points of privilege and considered how your improved self-awareness might contribute to enhanced cultural competency as a support worker.

(Approximate word count: 200 words)

Assessor instructions: This is a self-reflection question—individual answers. The student's responses must reflect their own culture and points of privilege and consider how their improved self-awareness might contribute to enhanced cultural competency as a support worker.

Example response:

"Some of the privileges I related to include that I can be pretty sure of having my voice heard in a group of people in which I am the only member of my race; I can swear, and this will not be attributed to the bad morals of my race; I can easily buy postcards, posters, and picture books that are reflective of people of my race; and I can feel welcomed and normal in the usual walks of public life, institutional and social. I will use this knowledge to ensure that my clients also experience these privileges when engaging with them. For example, I will use print

materials with positive representations of Aboriginal and Torres Strait Islander people when working with First Nation clients. I will also make sure that I challenge my biases and not judge my clients' negative behaviours as rooted in their race or culture.”

Question 10

Aboriginal and Torres Strait Islander cultures are rich and full of diversities. As such, it is important for non-indigenous and Aboriginal and Torres Strait Islander support workers to continuously reflect on their awareness of their own and other cultures in their practice.

Complete self-reflection and answer the following questions.

- a) Reflect on how much you know about your own culture. Is there anything that you find helpful or unhelpful to you as you come to work with Aboriginal and Torres Strait Islander clients?

Note: This is a reflective question. Whilst there are no specified answers, you must demonstrate that you have reflected on your awareness of your own culture.

(Approximate word count: 50 words)

Assessor instructions: The students must demonstrate an understanding of the ability to reflect an awareness of their own culture.

- b) Reflect on how much you know about the Aboriginal and Torres Strait Islander cultures. Do you think you have a sufficient understanding of their cultures to be able to work in a culturally competent manner with them? Justify your reasoning.

Note: This is a reflective question. Whilst there are no specified answers, you must demonstrate that you have reflected on your awareness of your own culture.

(Approximate word count: 50 words)

Assessor instructions: The students must demonstrate the ability to reflect an awareness of Aboriginal and Torres Strait Islander peoples’ culture.

Question 11

When engaging with Aboriginal and Torres Strait Islander clients and communities, it can be effective to use cultural brokers who can work in a wide range of roles – *liaison*, a *catalyst for change*, *mediator*, and *cultural guide*.

For each of the situations in the table below, identify the type of role that the cultural broker is fulfilling.

Situation	Role of cultural broker
a) You are working with a cultural broker to help bridge the barriers between local communities and your community services organisations. The cultural broker has knowledge of the local Aboriginal and/or Torres Strait Islander communities and your organisation.	Liaison
b) You are engaging with a cultural broker to help transform your service into a more inclusive and collaborative environment for Aboriginal and Torres Strait Islander clients. The cultural broker acts as a role model to the mainstream service staff and clients accessing the service to demonstrate how that can overcome bias in the helping relationship.	Catalyst for change

c) The cultural broker you have hired at your counselling organisation is working to promote trust in the worker-client relationship and reinforce the importance of participating in services within a context of cultural safety. They are actively working to ease distrust of mainstream services resulting from past and present power imbalances and reduce those imbalances.	Mediator
d) You have engaged with a cultural broker to join your sessions with your client's consent to help you better understand each other's cultures. The cultural broker is involved in helping you develop materials relevant to the community's Aboriginal and Torres Strait Islander culture, including offering language translation for clients where English is their second or third language.	Cultural guide

Question 12

Some crucial elements of cultural safety in your work practice include self-awareness of how your culture may affect your beliefs and values; and how these beliefs might impact your work—having a general understanding of the history and cultural diversity of Australia's First Nation populations and building relationships with local Aboriginal and Torres Strait Islander communities and organisations.

Imagine that you are working as a Counsellor. As part of your organisation's requirement, you evaluate cultural safety in your intervention program. What other practice strategies would you consider in your evaluation?

You must identify 2 areas you would think about in your evaluation.

(Approximate word count: 30-40 words each)

1.	<p>Assessor instructions: The students must identify at least <u>two</u> areas of their practice they would consider when evaluating whether their practice is culturally safe for working with Aboriginal and Torres Strait Islander clients.</p> <p>The student's response needs to include a reference to the points below.</p> <ol style="list-style-type: none"> 1. I would evaluate how flexible I am in my delivery of services, including where my program is delivered, and make sure that I am working in a safe and comfortable location for my clients, such as their homes. 2. I would evaluate the costs of my program and ensure that the program provided to Aboriginal and Torres Strait Islander clients was done at low to no cost. 3. I would evaluate my engagement with Aboriginal community members to ensure that Aboriginal and Torres Strait Islander peoples from the local community were involved in planning and implementing a program for clients from the community. 4. I would evaluate the extent to which Aboriginal and Torres Strait Islander peoples were represented in any advertising or print materials I use to ensure that clients see positive representations of their local communities.
2.	

Question 13

Several modes of service delivery can promote the delivery of culturally safe services and encourage increased participation.

Select 1 of these modes and describe it in the space below. Your response should include how you see the mode of service delivery as contributing to cultural safety and increased participation.

(Approximate word count: 80 words)

Assessor instructions: The students must identify one mode of service delivery and demonstrate an understanding of how it contributes to cultural safety and increased participation.

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

- Outreach is a mobile mode of service delivery, so it brings a service or program right into the local Aboriginal and Torres Strait Islander communities. Outreach contributes to cultural safety because by working right in the local community, staff have opportunities to become more knowledgeable about local needs and approaches to solving them. Outreach can increase participation by reducing access barriers such as transportation.
- Satellite service is a mode of service delivery that engages Aboriginal and Torres Strait Islander people in a comfortable and convenient location, usually within another local organisation or service building. Satellite services contribute to cultural safety because services are delivered in a relaxed environment with access to support from local people. They can improve participation because the satellite office can work closely, develop partnerships and trusting relationships with local organisations and staff, and share resources, building the capacity of local organisations.
- Community-controlled partnerships refer to a mode of service delivery that is planned, implemented and evaluated under the direct control of the local community. They promote cultural safety because they often involve participation by local Aboriginal and Torres Strait Islander people of influence, such as Elders, and are delivered by people from the local community who know the language and culture. Community-controlled partnerships encourage participation by the local community because barriers such as language and lack of cultural knowledge are reduced.

Question 14

Self-determination must be the foundation of all work with Aboriginal and Torres Strait Islander communities. Self-determination involves partnering with Aboriginal and Torres Strait Islander communities and organisations at the highest levels of participation. Arnstein's Ladder of Participation (1969) (Section 3: Promoting Self-Determination in your Learning Content) provides a valuable tool for understanding the various levels of participation.

With this in mind, identify the correct level of participation to match each of the descriptions below.

a) Complete the table below by correctly matching each description with the level of participation described.

Description	Level of Participation
i. At this level, the mainstream service organisation still essentially informs the agenda of the partnership. However, Aboriginal and Torres Strait Islander communities and organisations have much more power and control over specific aspects of goal setting and activity implementation than in lower levels. This partnership level is the most commonly found between mainstream and Aboriginal and Torres Strait Islander communities' organisations.	Delegated power
ii. At this level, Aboriginal and Torres Strait Islander communities are consulted and informed about the partnership's goals, as defined by the mainstream service organisation. Aboriginal and Torres Strait Islander communities are carefully listened to during decision-making. However, it is still predominantly up to the mainstream organisation to implement any	Placation

	recommendations.	
iii.	At this level, mainstream service organisations direct Aboriginal and Torres Strait Islander communities to what to do without providing information to make meaningful decisions. Aboriginal and Torres Strait Islander organisations are asked to support the decisions of the mainstream service organisation.	Manipulation
iv.	At this level, Aboriginal and Torres Strait Islander communities set the agenda for the partnership and are given full responsibility and power over the management of the partnership. The power lies with the Aboriginal and Torres Strait Islander community, who can act to create meaningful change within the mainstream service organisation. At this level, full self-determination can be realised.	Citizen control
v.	At this level, Aboriginal and Torres Strait Islander communities or organisations are given lots of information about what may be involved in the partnership. They are encouraged to express their opinions. Unfortunately, these opinions may have little to no influence.	Consultation
vi.	At this level, Aboriginal and Torres Strait Islander communities and organisations may be indirectly involved in decisions about the partnership and the potential impact of the partnership on the local community but are not given adequate information to make informed choices. This can act to recreate power imbalances.	Therapy
vii.	The mainstream service organisation still holds most of the power at this level. They make decisions and pass them on to Aboriginal and Torres Strait Islander communities and organisations. The views and opinions of Aboriginal and Torres Strait Islander people are not actively sought in the decision-making process.	Informing
viii.	Participation at this level ensures that Aboriginal and Torres Strait Islander communities are consulted, informed and participate fully in the decision-making process of the partnership, with some influence over what the partnership looks like in terms of goals and implementation of activities.	Partnership

b) Keeping in mind the importance of self-determination, what levels of partnerships should counselling organisations strive for according to this model?

(Approximate word count: 40 words)

Assessor instructions: The students must identify only the highest levels of participation: those that fall within the citizen power levels:

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

- Counselling organisations should strive to develop partnerships at the top three levels of the Ladder of Participation.
- Counselling organisations should try to engage in partnerships at the levels of partnership, delegated power, and citizen control.

Question 15

Describe the key elements of 'participatory evaluation' as a partnership approach.

(Approximate word count: 75 words)

Assessor instructions: The students must define what 'participatory evaluation is'.

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

- Participatory evaluation is suitable for small-scale local programs.
- Participatory evaluation is a partnership approach in which local Aboriginal and Torres Strait Islander communities actively participate in the evaluation.
- Participatory evaluation has self-determination and capacity building at the heart of its methodology.
- Participatory program evaluation emphasises the importance of Aboriginal and Torres Strait Islander communities' participation in the design, planning, implementation and evaluation processes, viewing all as interconnected.

Question 16

List 5 pieces of legislation that protect the cultural safety of Aboriginal and/or Torres Strait Islander people.

1.	Assessor instructions: The students must define at least five of the following legislation. <ul style="list-style-type: none">- Aboriginal and Torres Strait Islander Act 2005- Aboriginal Land Rights Act 1976 (Commonwealth) or relevant state/territory Acts- Native Title Amendment Act 1998 (Cth)- Aboriginal Cultural Heritage Act 2003 (Qld)- Racial discrimination Act 1975- Aboriginal Protection Act 1869.
2.	
3.	
4.	
5.	

Question 17

Describe 3 ways you would involve local Aboriginal and/or Torres Strait Islander people in the planning of services and programs.

(Approximate word count: 60-90 words in total)

1.	Assessor instructions: The students must provide three (3) ways they would involve local Aboriginal and/or Torres Strait Islander people in the planning of services and programs. These may include: <ul style="list-style-type: none">- Work with (not "on") Aboriginal and Torres Strait Islander communities. Involve Aboriginal and Torres Strait Islander peoples in the program planning and implementation.- Connect with Elders and/or community members when planning and implementing services.- Hire staff that represent the community you are working in, i.e. employ Aboriginal and Torres Strait Islander people where programs are directed to supporting this group.
----	---

	<ul style="list-style-type: none"> - Cultivate networks and relationships and collaborate with these groups to get advice on program development and support connecting clients to the most relevant services. - Apply the action research approach with planning to involve pulling together workers, other staff and interested parties (Aboriginal and Torres Strait Islander communities, Elders, employees and organisations/ networks) to define program goals and how these can be achieved. <p>Answers may vary but must involve practical involvement at the development stage of the process.</p>
2.	
3.	

Assessment checklist:

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

17 short answer questions completed in the spaces provided.	<input type="checkbox"/>
---	--------------------------



Congratulations, you have reached the end of Assessment 1!

© UP Education Online Pty Ltd 2023

Except as permitted by the copyright law applicable to you, you may not reproduce or communicate any of the content on this website, including files downloadable from this website, without the permission of the copyright owner.