



ASSESSOR GUIDE

Work with diverse people

CHCDIV001

Assessment 3 of 3

Project 1 – Case Study



Assessment Instructions

Task overview

This assessment requires you:

- Part A: complete a video recording of the role play based on the case study provided.
- Part B: complete a video recording of a peer review session on the Role-play completed in Part A.

Additional resources and supporting documents

To complete this assessment, you will need the following:

- Learning materials
- Readings
- Counselling Contract and Agreement Form (Appendix A)
- Counselling Notes Template (Appendix B)

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 – Role-play with Aman

Assessment Instructions

Role-play

For this task, there is:

- 1 (one) video recording

The task is based on one (1) scenario, which will allow you to demonstrate your skills and knowledge in appreciating diversity and inclusiveness. You will also identify opportunities where misunderstandings may occur and provide appropriate responses when communicating with people in different situations across diverse groups.

You must demonstrate:

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

The role play must include the support of one participant, must not exceed ten (10) minutes in duration and must address all elements of the Observation Checklist below.

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

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

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

Option 1: Peer/s participant

Should you complete this task with your Peer/s, you must fully brief all participant/s, providing them with the context of 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/s will need to state their name and job title at the start of the recording to inform consent.

Option 2: Fellow student/s participant

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

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

Recording instructions

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

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

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

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

Include this recording as part of your assessment submission.

Scenario - Aman

You are a Counsellor who works at an Aged Care Facility one day a week. A new resident is arriving today, and you have been asked to provide an initial counselling session so a new client profile can be made. Aman is 87 years old.

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

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

- You will role play a conversation to address the situation with Aman.
- Your voluntary participant will play the role of Aman.

Review the following role-play task instructions.

Role-play video recording - Aman

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

After the initial greeting, you begin the contracting process by outlining your approach to counselling and the key information the client must sign as part of the **Counselling Contract and Agreement Form (Appendix A)**.

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

You quickly realise that Aman may have some communication barriers.

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

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

Use the Counselling Notes Template (Appendix B) to record your conversation and address Aman's needs.

You will ensure:

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

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

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

Submission instructions:

Submit your completed Counselling Contract and Agreement Form, Counselling Notes Template as one (1) PDF file using the following naming convention:

- yy_mm_dd_yourname_CHCDIV001 Project Part A__ Case Study Template

Submit your video recording using the following naming convention:

- yy_mm_dd_yourname_CHCDIV001 Project Part A__ Video Recording

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

During the role play, the student was able to:

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

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

Part B - Role-play Interaction and Peer Feedback

Assessment Instructions

This task assesses your ability to actively seek and reflect on feedback, identify and engage with opportunities to expand your expertise and share two-way, open, and evaluative feedback.

Role-play

For this task, there is:

- 1 (one) Video recording of a peer feedback session

The task is based on one (1) scenario, which will allow you to demonstrate your skills and knowledge in reflecting on feedback, expanding expertise, and engaging in open and evaluative feedback with peers.

You must demonstrate:

- a. Actively seeking and reflecting on feedback from peers
- b. Identifying and engaging with opportunities to expand your expertise based on feedback
- c. Sharing two-way, open, and evaluative feedback.

The role-play must include interaction with one peer, must not exceed ten (10) minutes in duration, and must address all elements of the Observation Checklist below.

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

1. Peer/s who you are already working within the industry your qualification relates to.
2. Fellow student/s who will play the role of the feedback provider.

Option 1: Peer/s Participant

- Fully brief all participants, providing them with the context of the role play/meeting, a role outline to play, and a copy of the observation checklist so that they can prepare for the recording.
- Peers must state their name and job title at the start of the recording to inform consent.

Option 2: Fellow Student/s Participant

- Provide context to their role and responsibilities in the session and have them review the assessment activity and observation checklist so that they can prepare for the recording.
- Students 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:

- Record the role-play with all participants captured in a virtual room using a system such as Zoom, Skype, or Teams.
- Obtain consent to participate in the recording from all participants at the start of the meeting by reading the following statement: "This session/presentation is being recorded for assessment purposes for my course with [Your Institution]. 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."

Task

You must engage in a feedback session with a peer or fellow student.

Your goal is to reflect on the feedback you received from the role-play with Aman, identify opportunities for expanding your expertise, and share open and evaluative feedback with your peer.

Task Instructions:

Role-play Video Recording - Peer Feedback Session

Before the Role-play

- You must show your volunteer your video recording of the role-play – Aman.
- 1. **Greetings and Building Rapport**
 - Greet your peer and establish a comfortable environment for feedback exchange.
- 2. **Actively Seeking Feedback**
 - Invite your peer to share their feedback on your role-play performance with Aman.
- 3. **Reflecting on Feedback**
 - Listen attentively to the feedback and ask clarifying questions.
- 4. **Identifying Opportunities to Expand Expertise**
 - Discuss ways to improve based on feedback and identify resources or actions to enhance your skills.
- 5. **Sharing Two-way, Open, and Evaluative Feedback**
 - Provide constructive feedback to your peer on their feedback-giving process.
- 6. **Summarising and Next Steps**
 - Summarise the feedback discussion and outline the next steps for improvement and learning.

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

- Actively seek feedback
- Reflect on feedback
- Identify opportunities to expand expertise
- Share two-way, open, and evaluative feedback
- Summarise and discuss the next steps

Submission instructions:

Submit your video recording using the following naming convention:

yy_mm_dd_yourname_CHCDIV001 Project Part B__ Video Recording

Part B: Role-play video recording – Peer Review – Observation Checklist

During the role play, the student was able to:

1.	Greet their peer and establish a comfortable environment for feedback exchange. Assessor Instructions: Example- "Hello, [Peer's Name]. Thank you for taking the time to provide feedback today. How are you doing?"	<input type="checkbox"/> S <input type="checkbox"/> NS
2.	Actively seek feedback on their performance. Assessor Instructions: The student must actively seek feedback from their peer and reflect on the feedback received. The student asks their peer for detailed feedback on their performance, listens attentively, and asks clarifying questions to understand the feedback better.	<input type="checkbox"/> S <input type="checkbox"/> NS
3.	Did the student reflect on the feedback and ask clarifying questions? Assessor Instructions: The student listened attentively to the feedback and asked clarifying questions. Example- "I appreciate your feedback. Can you give me an example of where I could improve my communication skills?"	<input type="checkbox"/> S <input type="checkbox"/> NS
4.	Based on the feedback received, did the student identify opportunities to expand their expertise? Assessor Instructions: The student must identify and engage with opportunities to expand their expertise based on the feedback received. The student discusses specific actions or resources they will pursue to improve their skills, such as additional training or workshops. Example - "Based on your feedback, I think I could benefit from additional training in non-verbal communication. Do you know of any workshops or courses that could help?"	<input type="checkbox"/> S <input type="checkbox"/> NS
5.	Did the student share two-way, open, and evaluative feedback with their peer? Assessor Instructions: Students must share constructive and evaluative feedback with their peers. The student provides their peer with feedback on their feedback-giving process, including positive aspects and suggestions for improvement. "I found your feedback very insightful. One suggestion I have for you is to include more specific examples next time to clarify your points."	<input type="checkbox"/> S <input type="checkbox"/> NS
6.	Did the student summarise the feedback discussion and outline the next steps? Assessor Instructions: Example -"To summarise, I will focus on improving my non-verbal communication skills and explore the recommended training. I'll also work on being more specific when providing feedback to others. Thank you for your valuable insights."	<input type="checkbox"/> S <input type="checkbox"/> NS

COMMENTS

(Assessor to add comments related to the achievement of the assessment requirements above)

1	Part A: Completed role-play video recording	<input type="checkbox"/>
2	Part B: Completed role-play video recording	<input type="checkbox"/>



Congratulations, you have reached the end of Assessment 3!

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