

CERTIFICATE IV in Mental Health Peer Work

CHC43515

Cultural Diversity



Acknowledgements

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Assessment Record


Certificate IV in Mental Health Peer Work CHC43515

Assessment title	Cultural Diversity Assessment Book
Summary of evidence	Culturally appropriate work practices - tasks


Units of competency assessed

CHCDIV001 Work with diverse people

You are required to complete the following to ensure that you will be assessed:

Name of candidate			
Address			
		Postcode	
Phone		Email	
Workplace			
Trainer		Group	
If you are completing this assessment as 'Assessment only' or 'RPL pathway', tick here.			<input type="checkbox"/>
By signing this page, you confirm the following has been done before sending your assessment	<ul style="list-style-type: none"> My name has been added at the top of every page of my assessment, including all supporting paperwork. I have kept a copy of my assessment. I have sent in a completed assessment. I understand that if I send in an incomplete assessment it will be returned to me unmarked. 		
Declaration In signing below, you are confirming the following.	<p>I have read and understood the details of this assessment. I have been informed of the assessment conditions and appeals process. I agree to participate in this assessment. I certify that the attached is my own original work. No unacknowledged source material is included. Where I have used the work of others, this is noted.</p>		
Signature		Date	

Assessment Progress Report (office use only)

Date due		Date submitted	
Name of candidate			
Name of assessor			
Assessment title	Cultural Diversity Assessment Book		
Summary of evidence	Culturally appropriate work practices - tasks		
Qualification	Certificate IV in Mental Health Peer Work CHC43515		
Results: C Competent R Requires further work NYC Not Yet Competent	1st Submission C or R	2nd Submission (first resubmit, if required) C or R	3rd Submission (final resubmit, if required) C or NYC
CHCDIV001 Work with diverse people			
Final Comments – Complete if Assessment is Satisfactory or 3rd Submission is Unsatisfactory. If requires further work see “Resubmission Required” section below.			
Assessor’s signature		Date	

Resubmission Required

If 1st Submission requires further work, please provide details.

Assessor’s signature		Date	

If 2nd Submission requires further work, please provide details.

Assessor’s signature		Date	

Assessment Process

To see the contents of the relevant national unit of competency for this course, please see the end of this document.

MHCC is committed to providing assessment processes and tools that are valid, reliable, flexible and fair to all participants. We are able to work with you to address any needs you have that may affect your ability to complete the assessment tasks. These needs could include:

- Physical or intellectual ability
- Mental health issues
- Language, literacy and numeracy
- Cultural or ethnic backgrounds
- Location
- Socio-economic factors

Information about your needs will be kept confidential. To discuss your needs contact the Learning & Development Unit at MHCC as soon as possible. This will allow the MHCC time to make reasonable adjustment to the assessment.

If you have any questions about the assessment please do not hesitate to contact the Learning & Development Unit for assistance. The competencies you are being assessed against can be found at the end of the learners guide.

You must make and keep a copy of your assessment prior to sending it to MHCC.

When you complete this assessment please upload to your student portal or post/ email your assessment to:

Mental Health Coordinating Council
Learning & Development Unit
PO Box 668 Rozelle NSW 2039
Ph: 02 9555 8388
Email: certivmhsupport@mhcc.org.au

Your name is required on every page, please insert it here: _____

Assessment Tasks

In order to gain competency in this unit you must successfully complete the following **Four** Assessment Tasks:

Due date	
-----------------	--

Method of Assessment	Description of Assessment
<p>Assessment 1</p> <p>Scenario</p>	<p>This assessment requires you to write brief responses to question concerning a scenario. The scenario is about an initial visit by a mental health service to a family of a culturally diverse background. In your answers you will need to demonstrate a working knowledge of effective cross cultural communication strategies, conflict resolution strategies and cultural awareness in work place practices as well as a reflective response as to how our own cultural views can impact how we work with other cultures</p>
<p>Assessment 2</p> <p>Culturally appropriate work practices</p>	<p>This assessment has three parts. The first requires you to develop a review of your agency's practices in consultation process with persons of a diverse cultural background. Then you asked to reflect on the cultural practices of your organization. Lastly, you are asked to develop recommendations to improve the cultural appropriateness of your service's practice.</p>
<p>Assessment 3</p> <p>Workplace Supervisor's Report</p>	<p>This assessment is a report that is to be completed by supervisor or other appropriate person.</p> <p>The person who fills in the Workplace Report can be a supervisor, a team leader, senior practice worker, residential coordinator, line manager, care coordinator, house manager, residential manager, senior coordinator, service manager, director or in a similar role.</p> <p>It is important that the person who fills in the form knows the participant's work in the workplace. The participant may work with you currently or have worked with you in the recent past.</p> <p>If you have difficulty providing a supervisor's report please contact your assessor to negotiate another evidence source.</p>

Your name is required on every page, please insert it here: _____

Assessment Task 1: Culturally appropriate work practices

Please read the Scenario below and then answer the questions. Questions can be answered in point form.

Scenario

It is summer, and you are accompanying Janice, mental health worker, to a joint initial assessment. Housing NSW have referred one of their recently migrated tenants, Sharbat, due to multiple reports from neighbours stating that she has been crying for most of the day, and then she awakes during the night screaming. Janice calls Sharbat to tell her briefly about their services and request if she can visit her at home for an initial meeting. In very broken English with a thick accent, Sharbat agrees and states her granddaughter, Veronica, will be there. Sharbat claims "She (Veronica) always speaks for me".

As you drive to the appointment, the summer heat brings your attention to the long pants and a shirt you are wearing. Then you notice that Janice must be much cooler as she is wearing a low cut top and short skirt. When Janice arrives she is obviously confronted that both Veronica and Sharbat are wearing the hijab. Later she mentions to you that "she has never had a conversation with a woman in a hijab before, I just didn't expect it". Sharbat is equally confronted as Janice is wearing a very low cut dress, which is inappropriate for women in her culture, so Sharbat is instantly wary of her. Janice addresses Sharbat by her first name and goes to give her a firm handshake, but Sharbat just looks at Janice confused and withdraws into another room.

Veronica states to Janice and yourself that the change in Sharbat's mood started three months ago when she learned of her sister's death back in their home country of Iran. Veronica states Sharbat refuses to go to the local GP, because she cannot "understand" him (the GP can only speak English) and because she feels she cannot talk to a man about her "heavy heart".

Veronica states her primary concern is that her grandmother is dangerously underweight (she has lost a significant amount since her sister's death), is having frequent dizzy spells, and is about to start Ramadan. When she tries to talk to her grandmother about it she gets very upset and tired. The more upset she gets, the less she speaks her already very basic English, and is continually reverting back to her mother tongue of Parsi. Veronica also states Sharbat has recently started having rapid mood swings in which she starts to become distrusting of her and everyone around them, followed by periods of withdrawal in which she will not speak at all.

After further investigation, Janice and you determine that Veronica is exhausted by her caring for her grandmother, both physically and emotionally. Veronica reveals that is the only other woman in her family out of 9 brothers and uncles in Australia, therefore she takes on all the caring roles for Sharbat. Suddenly Janice expresses outrage and hastily states to Veronica that it is "not normal for her to do all the work and the men in her family should help her with her grandmother". Veronica looks at her confused and says that the men in her family would not be allowed to help her in the ways that she does. Janice then suggests to Veronica that it would probably be best for both her health and her grandmother if Sharbat had some time in residential care. Veronica gets very upset at this suggestion as she takes a lot of pride in the way she cares for her grandmother. Veronica explains to Janice that she considers it disrespectful when people place their family in care, as in their culture this is not done.

Suddenly Sharbat starts crying compulsively and Veronica states that it is best if you and Janice leave. Very reluctantly Veronica agrees to a second meeting with Janice. Back at the office Janice admits to you that "I may need to do a bit more preparation for the next meeting".

Your name is required on every page, please insert it here: _____

1. Identify the areas of concern in how Janice approached the situation.

2. Name three assumptions that lead to the way she approached the situation

3. What tools could Janice bring with her to the next visit, to gather information about Sharbat and Veronica? Explain the potential value of each tool (2 tools have been covered in this unit).

4. Name 3 resources (this could be information on services or mental health) that Janice could prepare in advance of their next meeting (hint, refer to the resource section in appendix H)? Describe the potential benefits for each.

Your name is required on every page, please insert it here: _____

5. How can Janice avoid assumptions about Veronica and Sharbat's culture when working with them?

6. What can Janice do to ensure she continues her professional development in regards to working with people from culturally and linguistically diverse backgrounds?

7. Discuss the dilemma between the potential risks and cultural significance Sharbat participating in Ramadan. Please make reference to physical and mental health.

8. How could Janice sensitively resolve the above issue using the LEARN method?

Your name is required on every page, please insert it here: _____

9. Now reflect on your own perspective on diversity and answer the following questions.

1. Describe your perspective of diversity in a paragraph

2. How might your social and cultural views impact positively on working with people from diverse cultures?

3. What are the potential negative impacts of your perspective?

4. How might you prevent the potential negative impacts from affecting people you work with?

Your name is required on every page, please insert it here: _____

10. Provide 3 examples of where you have recognised and respected the needs of people from diverse social and cultural backgrounds. Culture backgrounds can include things such as religion, disability, gender (transgender, intersex, sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual), Indigenous cultures, race and ethnicity.

Include how you identified their cultural needs and what you did to ensure their cultural needs were respected.

1.

2.

3.

Your name is required on every page, please insert it here: _____

Assessment Task 2: Culturally appropriate work practices

You are to reflect on the cultural appropriateness of current work practices in your service. Then make recommendations to improve your service's practice.

Part A

Describe how you could undertake a **review of your agency's practices in consultation** with participants (or other persons) from diverse cultural backgrounds by answering the questions below. (approx. 500 words)

A1. List how many people from culturally diverse backgrounds live in the area of your workplace. Including Aboriginal and Torres Strait Islander peoples and people who identify as part of the LGBTI community:

Key place to assist your research are:

- Australian Bureau of Statistics (ABS) website
- Aboriginal Land Council
- Local Government Area (LGA) website

A2. From the list above how many of the groups identified are part of your services?

A3. Recommend how your workplace can be more culturally safe and inclusive to the group(s) identified.

Your name is required on every page, please insert it here: _____

Part B

B1. Service Providers Checklist

Following is a list of ways that service providers can ensure that their services are providing for consumers and carers from a culturally diverse background. It was based on the Multicultural Mental Health Team (2004).

Go through the checklist answer the questions in relation to your workplace.

	Answer
What information about your service is available to consumers in a range of languages and formats like audiotapes, CD's, brochures?	
Explain your access and equity policy	
Are the premises accessible to a diverse range of cultures? In what ways?	
How do you regularly develop, monitor and review your work practices to ensure they are culturally safe?	
How is information about using interpreters explained to staff?	
How are consumers and carer's told they have the right to an interpreter?	
When identifying the preferred language of consumers and carers, what methods are used? Are they effective?	

Your name is required on every page, please insert it here: _____

	Answer
How are interpreters provided with basic information and training about working with mental health consumers and carers?	
How are cultural understanding opportunities provided to staff to ensure ongoing professional development?	
Explain how posters, pictures and other promotional materials reflect/do not reflect the cultural diversity of the service's consumers and community?	
How does your organisation value diversity, cultural understanding and consumer involvement? How is this reflected in service delivery, planning, evaluation and documentation?	
How does your service train and support consumers to work with other consumers?	
How does your service link with culturally-specific services?	
How does your organisation ensure it reflects the cultural populations in your area?	

Your name is required on every page, please insert it here: _____

B2. Please briefly answer the following questions in relation to your organisation:

1. What procedures and strategies are used in your organization to resolve misunderstandings with colleagues? If your organisation does not have any, please suggest a strategy your organisation could use.

2. What procedures and strategies are used in your organization to resolve misunderstandings with consumers and carers? If your organisation does not have any, please suggest a strategy your organisation could use.

3. How does your organisation eliminate bias and discrimination when dealing with consumers, carer's and co-workers? If your organisation does not have specific strategies, please suggest a strategy your organisation could use.

Your name is required on every page, please insert it here: _____

4. What policies and procedures in your organization primarily deal with equal employment opportunity, sex, race, sexuality, disability, and anti-discrimination?

--

5. How are workers made aware of these?

--

Part C

Now choose 3 areas not mentioned in Part B2 that could be improved upon in your workplace. Create recommendations for each area **to encourage more culturally appropriate work practices** within your agency. Please refer to the policies and procedures of your organisation before doing this activity

Recommendations
1.
2.
3.

Your name is required on every page, please insert it here: _____

Assessment Task 3: Supervisor's Workplace

This report covers		CHCDIV001 Work with diverse people			
<p>As part of the assessment for the unit of competency listed above, we are seeking evidence to support a judgement about the participant's competence. As part of the process of gathering evidence of competence, we are seeking reports from the supervisor and other people who work closely with the participant.</p> <p>We would like you to complete this report. We value your contribution and ask that you answer the questions honestly.</p> <p>You are not required to make an assessment of the participant but report what you observe. Please select N/A if you have not observed this or it is not relevant to their role</p>					
Completed by					
Position					
Contact details					
Participant's name					
It is important that the participant consistently demonstrates the following		Yes	No	N/A	Briefly outline how the participant demonstrates these skills
Reflect on own perspectives		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appreciate diversity and inclusiveness, and their benefits		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicate with people from diverse backgrounds and situations		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promote understanding across diverse groups		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>I certify that the details in this report were written by me, are true and an honest reflection of the participant's skills.</p> <p>Signed : _____ Date: _____</p>					

Guidelines on De-identification in Assessment Papers

Purpose

To 'de-identify' a document means to remove all identifying information from it, to protect the privacy of the people it relates to. This process also helps to maintain the dignity of the people whose stories have been used in an assessment documents, and meets your legal obligations relating to privacy.

Process

When writing the story of a consumer accessing your service, always change or remove the following details relating to the consumer:

- their name (if you use an alternative name, do not use the name of another person that accesses your service, to avoid confusion)
- their address
- their date of birth (if it is relevant to the situation, their general age range can be included, e.g. 'Mr X is in his 20s')
- all names, addresses and dates of birth of any carers, family or friends mentioned
- all details of the consumer's diagnosis, if the number of people accessing the service with that diagnosis is so small that it would be possible to identify the consumer you are referring to from their diagnosis.

When submitting printed or handwritten documents as workplace evidence (e.g. outcomes measurement reports, file notes, action plans, wellness plans and other service paperwork), use the following process to de-identify the person.

- Make a photocopy of the page, so you can keep the original.
- Use a black texta to cross through the name and other identifiers listed above.
- Once the texta ink is dry, check to see whether the details are still visible. If they are, photocopy that page again, attach the second photocopy to your assessment, and destroy the first photocopy securely. (Alternatively, use whiteout to cover the identifying information, then once it is dry, photocopy the page a second time.)

References

Davidson, L, Tondora, J, Staeheli Lawless, M, O'Connell, MJ & Rowe, M 2009, *A Practical Guide to Recovery Oriented Practice: Tools for Transforming Mental Health Care*, Oxford University Press, New York.

University of New South Wales (2010), Harvard referencing, <www.lc.unsw.edu.au/onlib/pdf/harvard.pdf>

Guidelines on Referencing

Source	In-text reference	Reference list entry
Book	<p>A recent study (Karskens 1997, p. 23) suggests...</p> <p>Ward (1966, p. 12) suggests ...</p> <p>Note: If you are quoting directly, paraphrasing or summarising, a page number is required.</p> <p>If you are only citing the main theme of the book, no page number is required.</p>	<p>Karskens, G 1997, <i>The Rocks: life in early Sydney</i>, Melbourne University Press, Carlton.</p> <p>Ward, R 1966, <i>The Australian legend</i>, 2nd edn, Oxford University Press, Melbourne.</p> <p>Note: Provide all of these details, in the following order:</p> <ul style="list-style-type: none"> • author's surname and initial(s) • year of publication • title of book (in italics) • edition (if applicable), abbreviated as 'edn' • publisher • place of publication.
Journal article	<p>Kozulin 1993, p. 257)</p> <p>Note: If you are quoting directly, paraphrasing or summarising, a page number is required.</p> <p>If you are only citing the main theme of the article, no page number is required.</p>	<p>Kozulin, A 1993, 'Literature as a psychological tool', <i>Educational Psychologist</i>, vol. 28, no. 3, Summer, pp. 253–265.</p> <p>Note: Provide all of these details, in the following order:</p> <ul style="list-style-type: none"> • article author's surname and initial • year of publication of journal • title of article (between single quotation marks, with only the very first letter capitalised) • title of journal (in italics, with the first letter of each word capitalised) • volume, number, month or season (if applicable) • page number(s) of the article.
Website	<p>(International Narcotics Control Board 1999)</p>	<p>International Narcotics Control Board 1999, United Nations, Vienna, viewed 1 October 2010, <www.incb.org>.</p> <p>Note: Provide all of these details, in the following order:</p> <ul style="list-style-type: none"> • name of person or organisation responsible for the website • date the website was created or last updated (usually found at the bottom of the web page.) • name and place of the "umbrella organisation" responsible for the website (if applicable) • date you viewed the website • URL of the website <between angle brackets>.
Document or article within a website	<p>(International Narcotics Control Board 1999)</p>	<p>International Narcotics Control Board 1999, 'International Narcotics Control Board Report for 1998', United Nations, Vienna, viewed 1 October 1999, <www.incb.org/e/index.htm>.</p> <p>Note: Provide all of these details, in the following order:</p> <ul style="list-style-type: none"> • author/editor/compiler of the document/article • date the document/article was created or last updated (usually found at the bottom of the web page) • title of document/article (between single quotation marks, with only the very first letter capitalised) • name and place of the "umbrella organisation" responsible for the website (if applicable) • date you viewed the document/article • URL of the document/article <between angle brackets>.

(Adapted from University of New South Wales 2010)

For further information on referencing, see the Referencing Guide on the LDU section of the MHCC website at www.mhcc.org.au.

Relevant National Units of Competency

CHCDIV001 Work with diverse people	
ELEMENT	PERFORMANCE CRITERIA
1. Reflect on own perspectives	1.1 Identify and reflect on own social and cultural perspectives and biases 1.2 Work with awareness of own limitations in self and social awareness 1.3 Use reflection to support own ability to work inclusively and with understanding of others 1.4 Identify and act on ways to improve own self and social awareness
2. Appreciate diversity and inclusiveness, and their benefits	2.1 Value and respect diversity and inclusiveness across all areas of work 2.2 Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness 2.3 Use work practices that make environments safe for all
3. Communicate with people from diverse backgrounds and situations	3.1 Show respect for diversity in communication with all people 3.2 Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence 3.3 Where a language barrier exists, use effective strategies to communicate in the most efficient way possible 3.4 Seek assistance from interpreters or other persons according to communication needs
4. Promote understanding across diverse groups	4.1 Identify issues that may cause communication misunderstandings or other difficulties 4.2 Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity 4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations 4.4 Address any difficulties with appropriate people and seek assistance when required

Performance and Knowledge Evidence

Knowledge evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- concepts of cultural awareness, cultural safety and cultural competence and how these impact different work roles
- concepts and definitions of diversity
- own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups
- features of diversity in Australia and how this impacts different areas of work and life:
 - political
 - social
 - economic
 - cultural
- legal and ethical considerations (international, national, state/territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches:
 - discrimination:
 - age
 - disability
 - racial
 - sex
 - human rights:

- *Universal declaration of human rights*
 - relationship between human needs and human rights
 - frameworks, approaches and instruments used in the workplace
- rights and responsibilities of workers, employers and clients, including appropriate action when rights are being infringed or responsibilities not being carried out
- key areas of diversity and their characteristics, including:
 - culture, race, ethnicity
 - disability
 - religious or spiritual beliefs
 - gender, including transgender
 - intersex
 - generational
 - sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual
- key aspects, and the diversity, of Australia's Aboriginal and/or Torres Strait Islander cultures, including:
 - social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people
 - own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services
- potential needs of marginalised groups, including:
 - protective factors
 - physical, mental and emotional health issues/care needs
 - consideration of impacts of discrimination, trauma, exclusion and negative attitudes
- resources that support individuals and organisations to embrace and respond to diversity

Performance evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- undertaken a structured process to reflect on own perspectives on diversity
- recognised and respected the needs of people from diverse social and cultural backgrounds in at least 3 different situations:
- selected and used appropriate verbal and non-verbal communication
- recognised situations where misunderstandings may arise from diversity and formed appropriate response



**Evaluation form for Cultural Diversity Assessment Book
(Certificate IV in Mental Health Peer Work)**

*MHCC values your feedback. Please let us know what you think about this book.
Your comments can be anonymous. Thanks for your time.*

Name (Optional): _____

Tel (Optional): _____ Email (Optional): _____

Please circle your responses to the following.

- | | | | |
|------------------------------------|------------|--|-----------------|
| 1. This Assessment Book is: | | | |
| useful | acceptable | | not useful |
| 2. This Assessment Book is: | | | |
| easy to use | acceptable | | not easy to use |
| 3. This Assessment Book is: | | | |
| comprehensive | acceptable | | inadequate |
| 4. This Assessment Book is: | | | |
| interesting | acceptable | | dull |

What I like about this **Assessment Book** is: _____

In my opinion what needs to be improved about this **Assessment Book** is: _____

Please attach any other comments you would like to make and send this form to:

Mental Health Coordinating Council
Learning and Development Unit
PO Box 668 Rozelle NSW 2039
Email: training@mhcc.org.au