

CHCDIV001

Work with
diverse people



CHCDIV001

Work with diverse people

Release 1

Learner Guide

Aspire Version 1.1

CHCDIV001 Work with diverse people, Release 1

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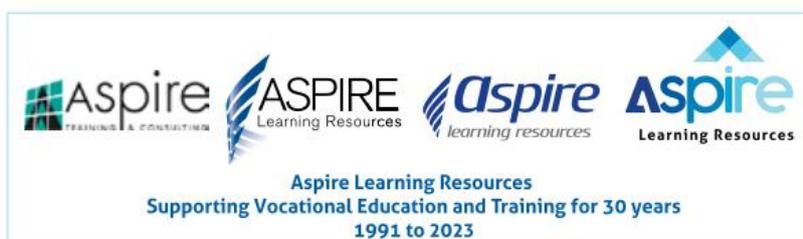
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Aspire acknowledges the homelands of all Aboriginal and Torres Strait Islander peoples and pays our respect to Country



Before you begin

This Learner Guide is based on the unit of competency *CHCDIV001 Work with diverse people*, Release 1.

Your trainer or training organisation must give you information about this unit of competency as part of your training program.

How to work through this Learner Guide

This Learner Guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the Learner Guide you need to read, and which Practice Tasks and Learning Checkpoints you need to complete.

Feature of the Learner Guide	How you can use each feature	
Learning content	Read each topic in this Learner Guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.	
Examples	These highlight learning points and provide realistic examples of workplace situations.	
Practice Tasks	Practice Tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which Practice Tasks to complete.	
Callouts	Callouts reiterate key learning points to help students revise for their assessments.	
Weblinks	Weblinks provide learners with additional content to contextualise their learning and develop their understanding.	
Videos	Videos provide a visual reference of key concepts to aid comprehension and guide learner exploration. Each video is accessed by a QR code in the Learner Guide (or a button in the eBook version) for ease of access.	 
Glossary/margin definitions	Key terms are defined where they first appear to help consolidate understanding. A glossary of terms is provided at the end of the Learner Guide to assist learner revision of key concepts.	
Summaries	Key learning points are provided at the end of each topic.	
Learning Checkpoints	There are Learning Checkpoints at the end of each topic. Your trainer will tell you which activities to complete. These activities give you an opportunity to check your progress and apply the skills and knowledge you have learnt.	
Case studies	Case studies are interspersed throughout the learning content to provide a workplace setting that contextualises key concepts.	



Foundation skills

As you complete learning using this guide, you will be developing the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

These skills are listed below:

Foundation skill area	Foundation skill description
Reading	<ul style="list-style-type: none"> • Understanding how documents are presented and being able to navigate through documents • Understanding industry and job-specific terminology • Interpreting key information in relevant documents • Understanding routine workplace checklists and documentation
Writing	<ul style="list-style-type: none"> • Planning, drafting and writing reports and documents • Communicating through written letters, email and online • Recording progress; reporting incidents
Oral communication	<ul style="list-style-type: none"> • Clarifying instructions • Providing information • Supporting others through encouragement, negotiation and conflict resolution • Using body language to model desired behaviour and responding to others' body language
Numeracy	<ul style="list-style-type: none"> • Calculating costs, weights, measurements of height and distance • Interpreting measurements
Learning	<ul style="list-style-type: none"> • Understanding your job role, organisational procedures and legal responsibilities • Managing your work and seeing how well you are going • Making goals for yourself at work • Seeking professional development opportunities for continuous improvement
Problem-solving	<ul style="list-style-type: none"> • Identifying problems • Working out how to fix a problem using problem-solving processes. • Reviewing the outcome
Initiative and Enterprise	<ul style="list-style-type: none"> • Recognising opportunities to develop and apply new ideas • Generating ideas by thinking of new ways to do something • Making suggestions to improve work
Teamwork	<ul style="list-style-type: none"> • Working well with other people by cooperating, collaborating, encouraging and building rapport



Foundation skill area	Foundation skill description
Planning and organising	<ul style="list-style-type: none"> • Planning your workload and commitments • Implementing tasks • Completing work on time • Knowing how to deal with hazards and risks
Self-management	<ul style="list-style-type: none"> • Understanding and applying decision-making processes • Reviewing your behaviour and the impact of your decisions
Technology	<ul style="list-style-type: none"> • Efficiently using digitally based technologies and systems correctly and safely • Accessing, organising and presenting information • Using equipment correctly and safely

Note: Not every unit of competency will contain all foundation skills.

What do you already know?

Use the following table to identify what you may already know. This may assist you to work out what to focus on in your learning.

Topic	Key outcome	Rate your confidence in each section
Topic 1 Reflect on your perspectives	1A Cultural understanding	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1B Your perspective	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1C Working inclusively	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 2 Appreciate diversity and inclusiveness and their benefits	2A Value and respect diversity and inclusiveness	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2B Work respectfully	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2C Apply safe practices	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident



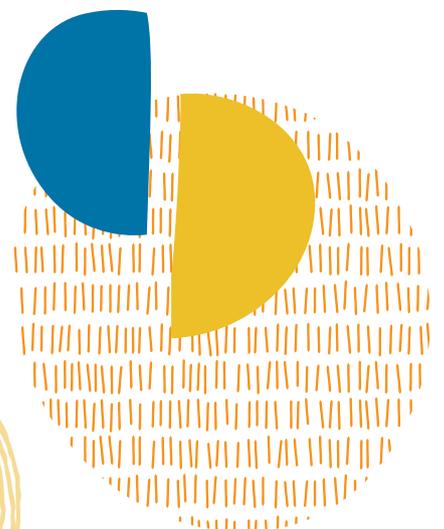
Topic	Key outcome	Rate your confidence in each section
Topic 3 Communicate with people from diverse backgrounds and situations	3A Communicate with respect	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3B Establish effective relationships	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3C Manage communication barriers	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 4 Promote understanding across diverse groups	4A Identify issues	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4B Resolve differences	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident





Topic 1: Reflect on your perspectives

- 1A Cultural understanding
- 1B Your perspective
- 1C Working inclusively



1A

Cultural understanding

Culture

The social behaviour and norms found in human societies, which are influenced by race, religion, economic status, family life, health, educational or governmental system of their members.

Cultural identity

A person's self-perception of belonging to a social group, such as a particular nationality, religion, ethnicity or social class.

Culture is very complicated. Not only are there many different types of cultures, but each person is different depending on their background and life experience.

To understand **culture**, you need to reflect on some definitions and concepts. By doing so, you will start to think about your own culture and perspectives.

Cultural identity

Cultural identity is about how well a person understands who they are, why they are like this and what they believe in.

People with a strong sense of cultural identity are more likely to show confidence in themselves and to feel a sense of belonging. They are also better able to understand diversity and work positively with others. The following sections provide examples of factors that may influence cultural identity.

Race, culture and ethnicity

Race is a term applied to people because of the way they look. It is often difficult to say a person belongs to a specific race because there are so many individual variations (such as skin colour).

An ethnic group is a distinct group with specific characteristics. People of the same ethnicity might share the same physical characteristics (e.g. skin and hair colour), linguistic characteristics (language or dialect), behavioural or cultural characteristics (religion or customs), and/or environmental characteristics (living in the same area).

Australia is home to people from many races and ethnicities. These people are influenced by their experiences in Australia and will follow different beliefs and have different styles of living.

Beliefs and customs

Every person has their own beliefs and customs that are based on their values. Values may be influenced by a range of cultural factors.



Language

Many languages are spoken in Australia – both verbal and nonverbal. Some people are able to speak more than one language, some can communicate using sign language, while others may demonstrate particular communication styles and nonverbal social customs.

Each language should be respected as a valid form of communication.

Religion and spiritual beliefs

Religion is a specific set of organised beliefs and practices, focused on the belief in, and worship of, a god or gods. Religion is usually practised by a community or group.

Spirituality is a broader concept than religion. It is more of an individual practice and has to do with having a sense of peace and purpose.

Religion and spirituality often have a strong influence on the norms, beliefs, values and customs that determine culture. Many individuals and communities frame their values in religious or spiritual terms.

Life experiences, personal history and experiences of trauma

All people are affected by their life experiences. Whether traumatic or positive, experiences affect the way people live and how they interact with others. In some cases experiences are visible, such as a scar from a wound. Other experiences may not be as obvious, such as the traumatic experiences of war, the death of a loved one, or a serious illness or accident.

Trauma

The response to a distressing event or experience that can affect a person's ability to cope and function.

People granted political asylum

People who have been granted political asylum have been in danger in their home country due to their race, nationality, religion, political opinions or social group. They have come to Australia and been recognised by the government as needing protection.

When people granted political asylum are asked questions about cultural background or family history it may be confronting. Children who have been granted asylum may have difficulties developmentally or emotionally due to the trauma they have experienced.

Family structure

Families are structured in many different ways. The structure may include different numbers of children or adults as seen in single-parent families, extended families and blended families.



Gender identity, relationships and sexual orientation

People with various gender characteristics or sexual orientation can identify as:

- heterosexual (people attracted to those of the opposite sex)
- homosexual (people attracted to those of the same sex)
- bisexual (people attracted to both males and females)
- gender neutral (people who do not connect to being either male or female).

Terms commonly used to describe a person's sexual orientation include gay, lesbian, homosexual, bisexual, pansexual, straight and heterosexual.

Gender refers to the gender-related identity, appearance, mannerisms or characteristics of a person. This includes the way people express or present their gender. A person's gender identity may be an identity other than male or female.

Terms commonly used to describe a person's gender identity include trans, transgender, gender diverse, gender queer and gender neutral. It does not matter what sex a person was assigned at birth, or whether the person has undergone any medical intervention, their identity is formed by how they perceive themselves.

Intersex status refers to people who have physical, hormonal or genetic features that are:

- neither wholly female nor wholly male
- a combination of female and male
- neither female nor male.

Being intersex is about having biological variations, not about gender identity. An intersex person may have the biological attributes of both sexes, or lack some of the biological attributes considered necessary to be defined as one sex or the other.

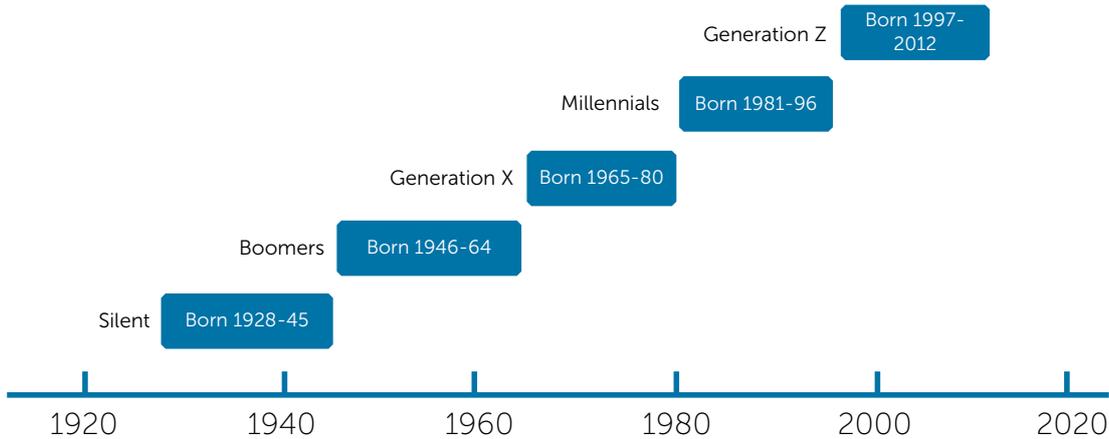
Age and generation

Research shows that each generation approaches life and work in a different way. Their unique attitudes, ambitions and world views have been shaped by the social and historical events that they have lived through. These generations include:

- The Silent Generation (born approx. 1928–1945)
- Baby Boomers (born approx. 1946–1964)
- Generation X (born approx. 1965–1980)
- Generation Y or Millennials (born approx. 1981–1996)
- Generation Z (born approx. 1997–2012).



Older people have adapted to many changes throughout their lives.



Ability and disability

People have diverse interests that lead to developmental differences; for example, one person may enjoy sport and show strong hand–eye coordination; another may prefer to read books and demonstrate high literacy skills.

Some people are born with or develop a disability or impairment.

Categories of disability include the following:

- Physical: an impairment that affects a person’s mobility or dexterity
- Intellectual: an impairment that affects a person’s ability to learn
- Psychiatric: a mental impairment that limits life activities
- Sensory: an impairment that affects a person’s ability to hear or see
- Neurological: an impairment that is caused by damage to the nervous system and results in the loss of some bodily, intellectual or mental functions.

Disabilities resulting from physical disfigurement or from the presence of organisms that may cause disease in the body are included.

Socioeconomic status

Socioeconomic status combines a person’s social situation and their economic or financial situation to describe the position or circumstances of their life.

Someone living in a low socioeconomic situation might have poor services and a low income.

Someone living in a high socioeconomic situation might have excellent services and a high income.

Often people with a low socioeconomic status have low education levels and/or physical or mental health problems.



Diversity terms

There are many different terms you may hear when discussing culture and cultural diversity.

When you understand diversity terms clearly, it is easier to understand the concepts they represent. Here is a list of terms and definitions relating to diversity.

Term	Definition
Anti-bias approach	An anti-bias approach puts into place actions that discourage prejudice or bias and encourages people to explore their similarities and differences. An example of this is to include images of people with disabilities in marketing materials even if there are no people with disabilities in your workplace.
Bias	Bias refers to a feeling of liking or disliking a person or group of people due to characteristics that are beyond their control.
Belief	Belief refers to what you feel is true or false; for example, you may believe that children need a secure environment.
CALD	CALD stands for 'culturally and linguistically diverse' and is the preferred term for describing different ethnic communities.
Culture	The way of life for a group of people. It may be influenced by race, religion, economic status, family life, health, educational system, government or way of viewing the world.
Custom	A long-term habit or behaviour often commenced during upbringing; for example, it may be a custom to eat rice with each meal.
Discrimination	Action taken or withheld in regard to an individual or group based on characteristics that are not relevant to the situation. For example, choosing not to provide support for a person due to them not speaking English.
Diversity	When something is diverse, it is different in many ways. Diversity refers to a wide range of different characteristics, including culture, gender, sexual orientation and ethnic background.
EAL	EAL stands for 'English as an additional language'.
Ethnicity	This is determined by a person's background, relating to their particular racial, national or cultural group, and that group's customs, beliefs and language.
Equitable	Fair and equal to all.
Inclusion	Making all people feel welcome and that they belong.



Term	Definition
Multicultural education	Multicultural education refers to specific programs that support the diversity of race, culture, language and religion, and helps create an understanding of the similarities and differences between people. An example is providing adequate education to all children regardless of their culture.
NESB	NESB stands for 'non-English-speaking background'.
Norm	A norm is something that is considered typical; for example, it may be a norm for you to work with people who speak English as an additional language. It may also refer to a cultural expectation, such as to bow to a person or say grace before a meal.
Non-bias	Non-bias refers to not expressing or acting on any bias.
Prejudice	An opinion about a group of people or an individual that is based on expectations rather than knowledge of that person/s, and may be based on bias. For example, you may hear someone say, "Don't let them come to our country!" This demonstrates negative bias and shows prejudice.
Racism	Racism is discrimination based on race, especially the belief that one race is better than another.
Society	A group of people living together as a community.
Socioeconomic	Socioeconomic refers to combined social and economic impacts on individuals.
Stereotype	When a group or individual is judged based on particular characteristics, and then this judgement is given to all members of that group, it is a stereotype. For example, if someone says that all Americans are loud, this is a stereotype that is based on limited experience, as the person has not met all Americans.
Value	A value is a belief that you feel strongly about which is important to you; for example, you may value honesty.

Diverse communities

Even if all of the people in your area belong to the same religion or race as you, they will have different values and beliefs. These differences occur due to the fact that people have been raised by different parents and have different life experiences.

Each person has their own ideas about what is important to them. Their life experiences determine the activities they participate in as well as how their children should behave, be cared for and educated. These ideas form the basis of a diverse community.

Diversity refers to a wide range of different characteristics, including culture, gender, sexual orientation and ethnic background.



Practice Task 1

Question 1

Think about the people that live in your street and answer the following questions:

- What do you know about their cultural differences?
- What do you know about their cultural similarities?

Question 2

Draw a line to match the terms with their correct definitions.

Diversity	The way of life for a group of people. It may include race, religion, economic status, family life, health, educational system, government or way of viewing the world.
Culture	The integration of a person with additional or special needs into a workplace where other people do not have additional or special needs. It also refers to making all people feel welcome and that they belong.
Belief	Action taken or withheld in regard to an individual or group based on characteristics that are not relevant to the situation. For example, choosing not to employ a person because they do not speak English.
Discrimination	What you feel is true or false; for example, you may believe that teenagers should work part-time so they can contribute to the family income.
Inclusion	Refers to a wide range of cultural characteristics and the state of being different.

1B

Your perspective

Your culture is determined by community attitudes, language, policies and family structures you have experienced.

These experiences inform your **perspectives** (or your point of view). You can reflect on your perspectives by using a process of self-evaluation where you look at yourself and think about your attitudes, knowledge and skill. Self-evaluation helps you identify your strengths and weaknesses and where you might improve.

Each day you are faced with new cultural information. To manage this information and show respect for others, ask yourself questions that open your mind. Self-evaluation is an activity that needs to be done continually if you are to challenge your own perspectives and biases.

Some tools you may use to self-evaluate include the following.

Reflecting on your bias	Workers can consider their point of view in relation to other work colleagues and clients, and work towards being open to learning and gaining feedback.
Reflective cycles	Methods can be used to look back at your actions and strive for improved actions and reactions.

Social and cultural perspectives

Awareness of the kinds of interactions between individuals and their different social groups and the influence these interactions have on the development of the individual.

Self-evaluation helps you identify your strengths and weaknesses and where you might improve.

Questions to help you reflect on your own perspectives

1	What do I understand about my work colleagues or clients I support?
2	Who is advantaged when I work the way I do? Who is disadvantaged?
3	What questions do I have about my work? What am I challenged by? What am I curious about? What am I confronted by or anxious about?
4	What parts of my work are not helped by information that I usually draw on to make sense of what I do?
5	Is there other information that could help me to understand what I have observed or experienced? What is it? How might that information affect my practice?



Reflecting on bias

Your attitudes are influenced by your personal experiences from childhood until now and the different people you have met.

Many values and beliefs are formed from past experiences. Child rearing and parental expectations play a major role in the values and beliefs you hold. Culture also changes over time due to factors such as laws, society's values, life and work experiences and locations where you have lived.

Bias

A feeling of liking or disliking a person or group of people due to a preconceived opinion or prejudice.

By thinking about your beliefs using reflective processes, you can identify **biased** behaviours and work towards having positive attitudes. To do this you must first be open and willing to find out about yourself and other people, and to consider how diversity impacts on the different social, economic, cultural and political aspects of work and life.

Reflect on your own perspectives by answering these questions:

- Am I able to work together with all my colleagues?
- Do I have positive relationships with my co-workers?
- Are the expectations I have for staff and clients based on my or their cultural background?
- Do I treat all people I socialise with in an equitable and friendly manner?
- Do I include various cultural needs in my practices?
- Do I take the time to research cultures or backgrounds unfamiliar to me?
- Am I able to interact with a variety of individuals, regardless of their cultural or social background?
- Do I have any biases that I need to work on?
- How do I feel about my own cultural perspectives?
- Do I have a realistic set of goals and objectives to strive towards when it comes to cultural understanding?



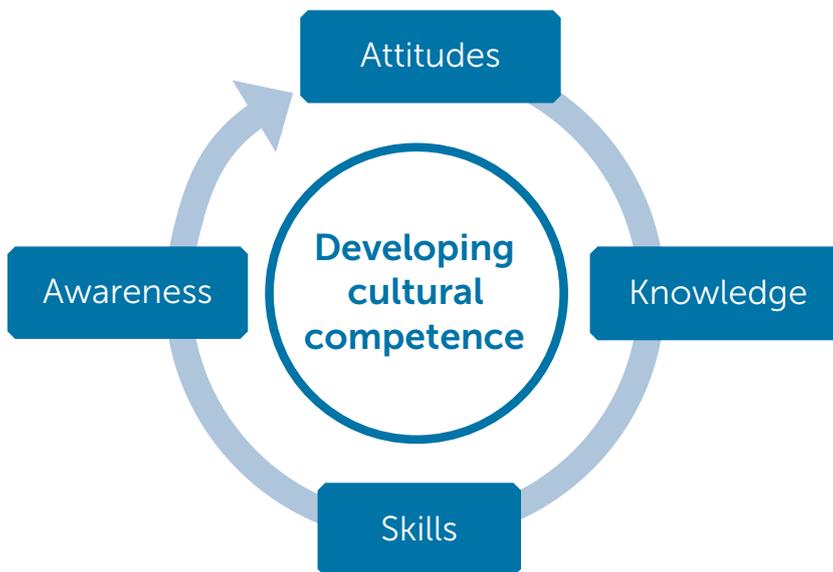
Cultural competence

You will learn new information from having an open attitude and reflecting on your own biases, and in doing so you will expand your knowledge and be working towards cultural competence.

Cultural competence
Having awareness, respect and understanding of the cultural diversity around you.

Cultural competence involves:

- being aware of your own views and beliefs
- developing positive attitudes towards others
- finding out about the world and other people
- using skills that enable you to communicate positively with all people.



The following list may help you increase your cultural competence:

- Use a diary and record conversations, then analyse your responses and work towards being more effective.
- Have regular staff meetings and reflect on how workplace practices cater to all needs, interests and backgrounds.
- Participate in regular in-service and professional development training to ensure you are kept up to date.
- Ask others for feedback on your current communication methods and interactions.
- Work with a mentor to evaluate strengths and weaknesses.
- Research to gain a deeper understanding of difference, culture and attitudes.
- Set yourself goals based on areas where you feel you need greater knowledge.



Example

Reflect on own perspectives and biases

Rohini has just started working in a diverse aged care home. Although she is aware of her own cultural background, she has little understanding of the other cultures represented in the aged care home and how they might impact on the behaviour of the individuals to whom she is providing support. To improve her cultural awareness, she asked her manager if there were any resources with ethno-specific information available for her to read. She was pleased to find out that not only were there resources, but she was about to complete some cultural competence training as part of her induction.

Consider ways you could improve your cultural awareness about people you work with.

Recognising limitations

Reflection

The process of thinking deeply about a particular subject, considering past experiences and learning from them.

Cultural competence is a cycle, not an end point. **Reflection** must occur for you to respond to new cultural information.

You must join with others to share expectations, attitudes and knowledge while drawing on your community resources. This shows that you value them as individuals and helps cultivate a sense of belonging.

Cultural bias occurs when someone feels their values and beliefs are not in line with those of someone from a different culture, especially when the life choices of another person are not acceptable or clear to them. Cultural bias usually comes from fear or misunderstanding.

You are unable to understand and accept others if you have not identified and understood yourself and your own limitations. Your limitations might be based around the level of knowledge you have about community attitudes, language, policies and structures of a culture, or about how these things impact different people and groups.

Self-awareness

Knowledge about your own character, behaviours and feelings.

To help generate **self-awareness**, think about your own limitations, including:

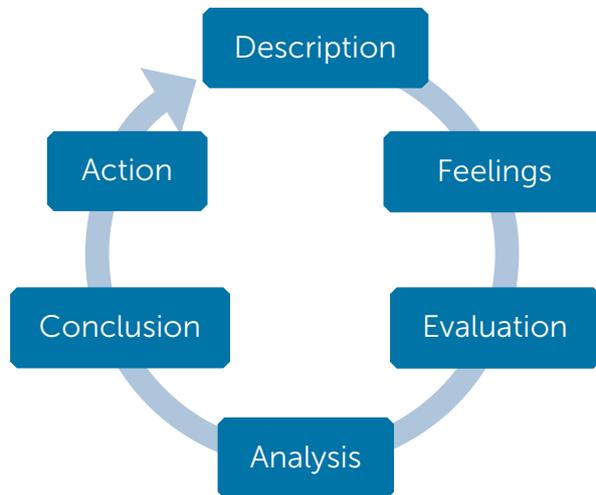
- what you knew already
- what you learnt
- how your life experiences or understanding have either limited or improved your understanding of others.



The reflective cycle

The **reflective cycle** can be used to help you analyse and overcome any cultural bias you may have.

Here is a reflective cycle that is commonly used to help people think about and make sense of their personal experiences.



Reflective cycle

A process that gives structure to learning from experiences by examining experiences and your reactions to them, and determining how you could do better in future.

The reflective cycle has six stages.

1. Description	Reflect on a specific event you experienced where you felt bias, used a stereotype or were unsure if your actions were appropriate. It might be an event where you felt uncomfortable about someone's values or expectations.
2. Feelings	Reflect on your feelings: <ul style="list-style-type: none"> • How did you feel and what were you thinking before the experience? • How did you feel during the experience? • How did you react after the experience? • How did you feel after the experience?
3. Evaluation	Ask yourself the following questions: <ul style="list-style-type: none"> • What went well during this experience? • What went badly? • How did the experience end?
4. Analysis	Think about what you could have done differently. Did other people react in a similar way to you?
5. Conclusion	What conclusion can you draw from your analysis?
6. Action	Consider the following: <ul style="list-style-type: none"> • What could you do to be better prepared next time? • What steps do you need to take to avoid this happening again? • What training do you need to do as a result of this experience?



Example

Reflecting on skills

Read the following example to determine how Christine uses self-reflection to identify her limitations.

1. Christine is feeling anxious. She finds it a challenge to induct new clients into her organisation, as she is not confident when she meets new people.
2. Christine wants to improve her skills and realises that self-reflection can be a powerful tool to do this. She decides to reflect on her skills when meeting new people so she can build her confidence. During her reflection she realises that she holds bias against people who don't speak English as a first language and she worries she won't be able to make herself understood.
3. Christine is willing to work towards the goal of improving her approach towards meeting new clients. She will take on the responsibility of learning and being responsive to the needs of others.

Practice Task 2

Question 1

How do you feel when you are preparing to meet new people? What biases make you feel anxious and why?



Question 2

Choose one reflection strategy and explain how it might help you deal with your anxiety when preparing to meet new people.

Read the case study, then answer the questions that follow.

Case study

Nina is meeting a new Sudanese couple today who have only been settled in Australia for a few weeks and speak little English. They wish to register for housing. Nina feels anxious, but wishes to make them feel welcome.

She notes the following things that happened:

- When she tried to communicate with the couple, she used a very loud, clear voice.
- The man wouldn't look at her while he explained their circumstances.
- The couple conferred in their own language several times before giving a response in English.



Question 3

If Nina wants to reflect on the meeting, what are three overarching questions she could ask herself?

Question 4

If Nina uses the reflective cycle to consider her cultural competence what might she notice in relation to the following?

- a. Description
- b. Feelings
- c. Evaluation

1C

Working inclusively

Your attitude towards cultural differences and diversity influences how you feel about others and how you approach new information.

Your attitude impacts on your ability to understand the social, economic, cultural, political and life challenges people experience. It also presents itself in your personality when meeting new people and interacting with people you already know. This can make others feel comfortable in your company – or avoidant of you for fear of judgment.

To work inclusively, allow the impact of these experiences to change your personal behaviour, interpersonal relationships, your perceptions and your social expectations of others.

Cultural awareness

There are four levels of **cultural awareness** that will become apparent in your attitude towards different people. Each of these levels is explained below.

Level 1 – Unconsciously incompetent

Initially, you may not realise that you have biases and judgmental attitudes. You might make mistakes and misinterpret the words and actions of others.

Level 2 – Consciously incompetent

As you develop, you may be consciously biased. At this point, you agree to acknowledge that people are different, but you do not understand these differences. You are unaware of how important the recognition of difference is to others, and you may feel overwhelmed by the task of how you might find out about everyone else.

Level 3 – Consciously competent

With practice you will become consciously competent. This means that you know that people are different, you know some strategies for finding out about the culture of others, and you have changed many of your biases and stereotypical behaviours based on what you have learnt from exploring the identity of others.

Level 4 – Unconsciously competent

When you are unconsciously competent you use your learnt skills and knowledge instinctively, responding to others respectfully in a consistent manner and having ease in how you find out information and use this to show that you value others.

Cultural awareness

Being aware of cultural difference and diversity and developing a sensitivity and respect for difference.



Becoming culturally aware

By reflecting on and improving your understanding of a particular person, you are expanding your ability to be culturally aware of all people.

Cultural awareness is not about knowing everything; it is about being open and willing to accept others and find out about how you can respect their values and beliefs.

Your cultural awareness will strengthen over time if you continue to reflect on your actions and make attempts to learn about others.

Your cultural awareness will strengthen over time if you continue to reflect on your actions and make attempts to learn about others. Cultural awareness is not something you do in your work role alone. It becomes part of how you treat all people in every aspect of your life.

When sharing information about different cultures with others, you will be learning yourself. This presents you with an opportunity to increase your own cultural knowledge and to widen understanding by others. By working inclusively you can reflect on your practices, consider the people around you and prepare for the people you may encounter in the future.

This learning will lead to:

- cultural knowledge, as you find out about a person's background and cultural values and beliefs
- cultural awareness, as you gain an understanding and acknowledgment of their background
- cultural sensitivity, as you accept similarities and differences between all people.

To find information about the cultural background of Australia's migrant populations, go to the Cultural Atlas resource developed by SBS, International Education Services (IES), and Multicultural NSW: aspirelr.link/sbs-cultural-atlas



Example

Work with awareness

It is important to be aware of Aboriginal and Torres Strait Islander peoples history and cultures, because of their impact on the perceptions and feelings of these peoples today.

In many communities in Australia, Aboriginal and Torres Strait Islander peoples are a minority. As a result, someone like Albert can find it quite intimidating to use government services:

“I am always hesitant to go to the doctor when I am sick. I only go when I have to, because I am very sick. I do not like the waiting room as mostly I am the only black person there. It’s always so much easier if someone from your own people is there to help.”

Consider how you would feel if you were in Albert’s situation.

Modelling positivity

Having a positive attitude that reflects equality and moral values will help influence others to develop understanding and acceptance of diversity.

Everyone can **model** appropriate ways to deal with conflict by using assertive language, rather than embarrassing the other person or showing physical aggression.

By focusing positively and openly on similarities and differences, diversity becomes an interesting and exciting experience. This behaviour helps to create a friendly, safe, respectful and effective workplace environment.

Modelling behaviour

Showing correct behaviour or actions for another person to learn from and copy.

Cultural sensitivity

A **culturally sensitive** approach incorporates a non-biased attitude and acceptance of other people’s values, opinions, customs and needs.

When you are culturally sensitive you accept and value each person’s diversity by being aware of the expectations of various cultures, accepting alternative ways of life and being receptive to different needs and cultural values.

Things some people are sensitive about are explained here.

Cultural sensitivity

Adopting a non-biased attitude and tolerating other cultural values, opinions, customs and needs.



Background information	It may or may not be a sign of disrespect to discuss or request information about personal lives and differences. This may include discussion about or even reference to deceased people.
Personal information	It may or may not be acceptable to ask about things such as politics, religion, income and health status when you first meet someone.
Personal space	Individuals will have standards for providing personal space when interacting socially. People may believe you should create an arm's length of space, while some people believe in physical contact while communicating. COVID-19 may have changed people's use or expectations of how personal space is used.
Eye contact	People have different views about eye contact. For example, for some eye contact is a sign of honesty and respect, while for others it shows a lack of respect.
Tone of voice	Some people use loud and direct language for communication. Others find this rude or may interpret that the person is angry.
Non-verbal communication	Communication using hand gestures is common; for example, shaking hands, giving a thumbs-up sign or gesticulating when speaking. This may be polite for some and offensive for another. The same goes for smiling or bowing your head.
Decision-making	For some people only certain members of the family can make decisions. For example, in some families the male head of the family may be the authority figure, in others all members of the extended families need to be consulted.

Cultural safety

Cultural safety

An environment that is void of power imbalance and where shared respect, shared meaning and shared knowledge of others' experiences is promoted.

Culturally safe environments are created by people who respect others and who acknowledge that their own needs do not overshadow the needs of others.

You might have already taken steps to understand your own personal culture and identify how this impacts on others. To create **cultural safety**, act in a way that shows others you care about their needs and are interested in their choices. This helps others to feel respected and included. When people feel welcomed in this way, they feel empowered, valued, understood, supported, willing to participate, and are open to the feelings and ideas of others.



Here are some ways you can encourage a culturally safe environment.

To create a culturally safe environment you can:

- nurture people and help them feel that they are valued
- praise and acknowledge people to improve their self-esteem
- encourage people to support others
- appreciate their efforts and teach them to appreciate others
- use respectful and positive communication
- use social skills such as saying, 'good morning', 'goodbye' and 'thank you'
- set clear guidelines for what behaviour is expected
- implement cultural expectations that show respect to each individual.

Experiences, positive and negative, can have both a short- and long-term impact on behaviour.

Traumatic events can have a serious and lasting effect on a person's ability to form trusting relationships. When people do not feel a sense of belonging or feel ashamed of their identity, this can be traumatic in itself.

Anti-bias approach

An **anti-bias approach** incorporates strategies that explore differences and similarities between people while developing a strong sense of self.

For a successful anti-bias approach, you need to find out about and share the diversity of your workplace and community. To provide an anti-bias approach avoid themed cultural activities. Instead, include a variety of materials in normal workplace activities. Be aware of your own biases and build your abilities so that you develop a strong sense of awareness.

Anti-bias approach

Actions that discourage prejudice, discrimination or bias, encouraging people to explore their similarities and differences.

How to create an anti-bias approach

- Use photos of cultural and/or community events in advertising such as on the organisation's website.
- Include information in various languages.
- Arrange for speakers to run professional development activities on cultural competence and, cultural safety. Invite someone from a marginalised group to talk about their experiences.
- Use interpreters to improve interactions between staff and clients.



Example

Working inclusively

Read the following story about Pete. He realises he needs to be more socially aware and inclusive when working with people he supports.

Pete is the coordinator of a respite service that provides in-home short-term respite support for families caring for someone with a disability. Many of the families in Pete's region are newly arrived immigrants from Africa, and many do not speak English as a first language. Pete's job is to organise workers to provide personal, recreational or social activity support for people with disabilities so their families can have a short break. He needs to work closely with interpreters, case managers and other service providers.

Pete is meeting with a case manager from Somalia, who is there to support a new family and help organise their respite care. Pete greets her with his hand outstretched, and says, "G'day, how are ya? Hot enough for you?" The woman is surprised by Pete's informal greeting, and offended that he referred to her using the term 'hot', which she interprets as referring to how someone looks. The case manager frowns at Pete and greets him formally, saying, "It's nice to meet you, Mr Barry. I think we should keep this meeting professional, don't you?"

Pete is embarrassed, and realises that perhaps he needs to work more inclusively so that he does not cause offence.



Practice Task 3

Question 1

Give two examples of how you could use communication to find out more about cultural differences in a respectful way. Explain how each example could improve your social awareness of others.

Question 2

Which of the following statements are correct? Select yes or no for each one.

a. Being unconsciously competent means using your learnt skills and knowledge instinctively, responding to others respectfully in a consistent manner and having ease in how you find out information and use this to show you value others.	Yes / No
b. As you become culturally aware you will develop cultural knowledge and cultural sensitivity. This will mean that you will more easily accept the differences between people and the impacts of different areas on their work and life.	Yes / No
c. Modelling is a good way to show others how to be culturally sensitive. This includes respecting others, helping others and showing that you care.	Yes / No
d. To be culturally sensitive you must stand away from people and not look them in the eye. This way you will not make a mistake.	Yes / No
e. When you nurture people and respect their needs you will be providing a culturally safe environment.	Yes / No
f. If you are angry at people that held bias against others, you would be providing an anti-bias approach.	Yes / No



Summary

- To understand and challenge your own cultural perspectives and biases you must first evaluate your attitudes, biases and perspectives.
- Diversity is about recognising that each of us is unique and that we have individual differences in traditions, living circumstances, leisure pursuits, jobs and family celebrations.
- Cultural bias occurs when you look at others and feel their values and beliefs are not in line with yours, and that their life choices may not be acceptable or clear to you.
- The reflective cycle is a model often used to review your practices.
- Your cultural awareness will strengthen over time if you continue to reflect on your actions and make attempts to learn about others.
- In order to understand and accept others, you must identify and understand yourself and your own limitations.
- By reflecting on the impact of practices and experiences and recognising the sensitive nature of some issues, you can develop responsive relationships and experience empathy with others.
- Cultural sensitivity requires you to be aware of the expectations of various cultures, to accept alternative ways of life and to be receptive to different needs and cultural values.
- Lifelong learning is about being open to new information and thinking about how you can learn from your experiences.
- Regardless of the strategy used to reflect, success is only gained if you are willing to look beyond your current knowledge and skill and be ready to learn and develop.
- Self-reflection involves sometimes making mistakes and wrong decisions; however, ultimately it will enable you to continuously explore and gain confidence in your abilities.



Learning Checkpoint 1

Reflect on your perspectives

Part A

1. Being culturally aware means being able to recognise your own cultural biases. With this in mind, answer the following questions.
 - a. Explain one social, economic and/or cultural perspective or bias you hold.

- b. Explain why you believe you hold this perspective or bias. Give some examples of how your personal life experiences and social awareness have influenced you to form this perspective or bias.



2. Discuss whether you believe your perspectives and/or biases reduce your cultural awareness, cultural competence and ability to work inclusively and provide a culturally safe environment. Explain how your expectations influence your work.

3. What is one way you could act to improve your self-awareness and social awareness?

4. Match the term about diversity and cultural identity to the correct definition.

Race and ethnicity	These are based on values. Values may be influenced by a race or religion, or another cultural aspect.
Sexual orientation	This relates to people with similar physical characteristics (such as skin colour), linguistic characteristics (such as language or dialect), behavioural or cultural characteristics (such as religion or customs) and/or environmental characteristics (such as living in the same area).
Beliefs and customs	This is a set of organised beliefs and practices shared by a community or group, usually focused on the worship of one or more gods.
Religion	This may relate to those identifying as heterosexual (attracted to those of the opposite sex), homosexual (attracted to those of the same sex) or bisexual (attracted to both males and females).



Part B

Read the case study, then answer the questions that follow:

Case study

You work with a close team in a service providing support for people with a disability to participate in community sporting activities. The area that is covered by the service is known for cultural and religious diversity. By interacting with clients, you have learned that every family is unique, even though they might belong to the same religious or cultural group. Each have encountered individual experiences that have shaped their cultural identity.

1. Briefly describe how each of the following individual circumstances would have shaped cultural identity.

a. Political asylum

b. Family structures



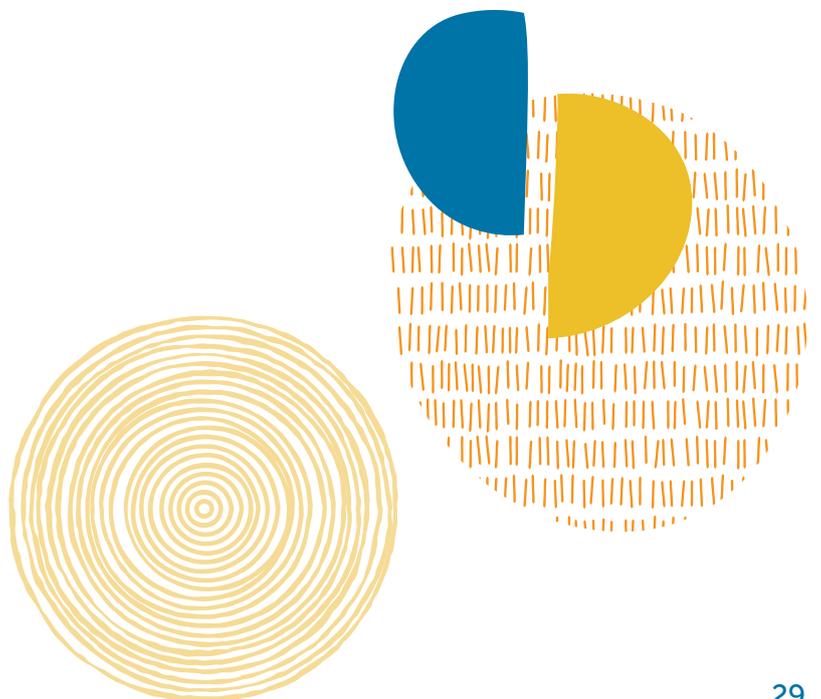
c. Socioeconomic status

d. Life experiences



Topic 2: Appreciate diversity and inclusiveness and their benefits

- 2A Value and respect diversity and inclusiveness
- 2B Work respectfully
- 2C Apply safe practices



2A Value and respect diversity and inclusiveness and their benefits

Australia is one of the most diverse countries in the world, influenced by people who have come here from everywhere.

People in Australia have the opportunity to make life choices based on their own values and beliefs.

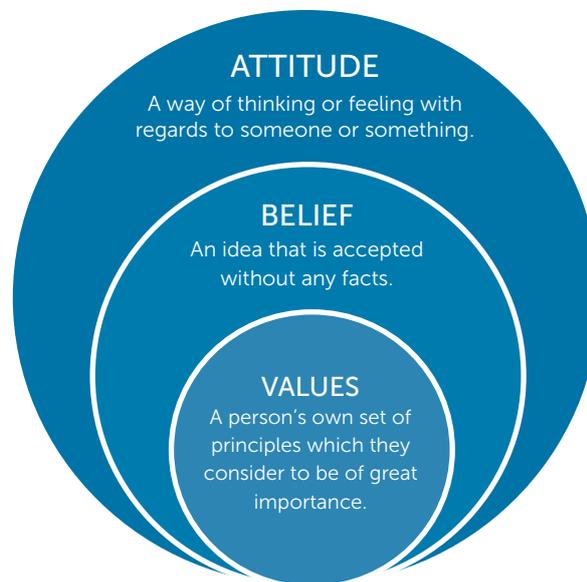
To understand another person's **values** and **beliefs**, you must explore the factors that make up their culture, and think about their individual needs. After all, their life experiences are intrinsically linked to their perceptions and attitudes to work.

Values

The degree of importance of an idea or principle to a person.

Belief

An idea that is accepted as true by somebody.



Factors that might influence perspective

- Family values
- Negative experiences
- Positive experiences
- Historical values
- Emotional connections
- Significant events
- Passions and interests
- Strengths and weaknesses
- The actions of others



Australian migration

Immigration can be seen as building human capital for the future, and often results in economic growth within a country.

Australia has become culturally diverse through immigration due to its own history as well as because of events in other countries. The Australian Bureau of Statistics (ABS) has identified that:

- every country in the world was represented in Australia (2019)
- people born in England continue to be the largest group of overseas-born residents (2020)
- while Indigenous Australians settled here over 60,000 years ago they now make up only three per cent of our total population (2016)
- there were over 7.6 million migrants living in Australia (2020)
- nearly 30% of the population were born overseas (2020).

Migration to Australia by people other than Aboriginal and Torres Strait Islanders peoples has occurred in distinct patterns. These patterns relate to historic events, and often stem from negative events in a homeland. A brief overview of some of the major events is shown here.

Migration
Movement of persons from one place to another with the intention of settling, permanently or temporarily, at a new location.

Migration to Australia	
Convict transportation	From 1788 to 1868, convicts from Britain arrived in an effort to ease overcrowded prisons.
Free immigrants	From 1793 to 1850, free settlers and assisted migrants chose to start their lives in Australia, mostly coming with agricultural and domestic servant skills.
Labourers	From 1850, gold rushes brought Chinese labourers, sugar plantations brought South Sea Islanders, exploration of the outback encouraged Afghan cameleers and pearl divers arrived from Japan.
White Australia	From 1901 to 1958 the <i>Immigration Restrictions Act 1901</i> (Cth), also known as the 'White Australia Policy', aimed to reduce the numbers of incoming Chinese and South Sea Islanders and increase British migrants.
Populate or perish	From the end of World War II to the 1970s, displaced British citizens were offered passage to Australia for 10 pounds. These people were labelled the 'ten-pound poms'.
Refugees and asylum seekers	From the late 1970s many people have arrived by boats, planes and ship as refugees. A refugee is a person who has been forced to leave their home due to an event that endangers their life, such as war, persecution or a natural disaster here.



Migration to Australia	
Skilled migrants	In recent years Australia has welcomed those with skills that are in short supply. Temporary arrivals have also increased with more international students and short-term work visas.

Aboriginal and Torres Strait Islander peoples

Australia’s Indigenous peoples are one of the oldest in the world.

Aboriginal and Torres Strait Islander peoples traditionally lived off the land, with a strong spiritual connection to it. Before the white colonisation of Australia, Aboriginal and Torres Strait Islander peoples families lived together in communal environments with roles and responsibilities being shared amongst the group. Typically, men took responsibility for hunting; women cooked and cared for children, and Elders taught knowledge.

Aboriginal and Torres Strait Islander peoples inhabited all areas of Australia. There were more than 250 separate languages identified, and each language group had a distinct lifestyle and religious and cultural traditions.

Kinship systems determine an individual’s responsibilities towards other people, the land and natural resources.

The kinship system is very important to Aboriginal and Torres Strait Islander peoples and communities because it the basis for a person’s relationship and responsibilities to others, and their responsibilities to the land and natural resources.

Traditional Aboriginal and Torres Strait Islander family structures are different to typical Western family structures. Whereas Western family structures are centred upon the nuclear family, Aboriginal and Torres Strait Islander family structures incorporate extended family.

Elders within Aboriginal and Torres Strait Islander communities have responsibilities for Country, law and spiritual wellbeing.

Aboriginal and Torres Strait Islander law and culture are central to the health and wellbeing of Aboriginal and Torres Strait Islander peoples. Elders play a critical role in maintaining law and culture in Aboriginal and Torres Strait Islander communities.

Generally, Aboriginal people believe they have a custodial role to the land, rather than ownership of it. This connection to the land is based on traditional knowledge and practices that have been passed down from generation to generation.

For more information, visit aspirelr.link/human-rights-face-the-facts.

Impact of Western culture

When Europeans colonised in Australia in 1788, they viewed Aboriginal and Torres Strait Islander people as uncivilised and incapable of land ownership.

According to the Europeans who colonised Australia, the country was ‘Terra Nullius’ – which is a Latin term meaning ‘an empty land belonging to no one’.



The concept of Terra Nullius was used by the European settlers to justify their occupation of lands that did not belong to them and their inhumane treatment of Aboriginal and Torres Strait Islander peoples.

The impacts of colonisation on Aboriginal and Torres Strait Islander peoples continue to the present-day. Invasion, dispossession and marginalisation have led to **intergenerational trauma** which has been exacerbated by unjust and ineffective government policies, such as the removal of Aboriginal children from their families (known as The Stolen Generations period, which began in the late 19th century and continued until the 1970s).

Intergenerational trauma
Trauma that is passed from a trauma survivor to their descendants.

The significant and ongoing impacts of colonisation have created considerable challenges for Aboriginal and Torres Strait Islander peoples and their communities. For example, Aboriginal and Torres Strait Islander peoples have a lower life expectancy than non-Indigenous Australians, higher rates of mental health difficulties and are more likely to experience homeless and housing insecurity.

Non-Indigenous people tend to use stereotyping and bias to describe the beliefs and values of Aboriginal and Torres Strait Islander peoples. This causes fear, confusion and negative outlooks, and promotes a general consideration that all Indigenous people suffer the same or similar social, political and economic issues.

Below are some of the social, political and economic challenges that Aboriginal and Torres Strait Islander peoples experience.

Proving land ownership	Ancestral land is linked to community and is seen as spiritual for Aboriginal and Torres Strait Islander peoples. Land rights are currently settled based on western rules of economic ownership, and as Indigenous land ownership was not documented in written records, claims of Indigenous ownership are not easily resolved.
Remoteness	While Aboriginal and Torres Strait Islander peoples are located throughout Australia, many reside in remote areas where services and opportunities are limited.
Health	While most Aboriginal and Torres Strait Islander peoples have access to healthcare, remoteness and a lack of trust in the medical industry often results in poor health.
Education and employment	With low attendance, retention and continuation of education, many Aboriginal and Torres Strait Islander people ultimately have difficulty gaining and maintaining employment. Education systems provide methods of teaching that are unfamiliar or are felt to have little value to Indigenous people.



Example

Impact of Western culture

When a young man from a remote Aboriginal community died in a regional hospital, an Elder came to view the body and carry out tribal post-death practices. However, hospital staff denied the Elder access because hospital policy did not consider him close blood kin. This caused a great deal of distress to the family who wanted their son to receive traditional rites and also offended the Elder, an important community leader.

Think about how you would have felt if this had happened to you or your family.

Understanding experiences

Your own life experiences might have provided you with an understanding of the damage that bias and prejudice can cause.

Some of the negative attitudes many Aboriginal and/or Torres Strait Islander peoples face are common to a range of cultures and individuals, particularly those who are indigenous to a country other than Australia.

You might have experienced disadvantage linked to your cultural background or heritage, so you understand how beliefs and values can disadvantage people from all walks of life and create hurdles for them to overcome.

By reflecting on the impact of practices and experiences, and recognising the sensitive nature of some issues, you can develop responsive relationships and have empathy for others. In addition, you can view each person, whether an Aboriginal and Torres Strait Islander, or otherwise, with a non-stereotypical approach that respects them for who they are.

Example

Understanding experiences

Read Trent's story about his experience of living between two cultures.

Trent is an Aboriginal Australian. He works as a teacher in a Melbourne suburb and is interested in art, literature and music. His son is three years old and attends a local education and care service where Trent is the committee chairperson. Outside of his family and work life, Trent supports disadvantaged children who are on the autism spectrum.



Trent's grandparents live in a remote Australian town in the Northern Territory. Trent was raised by his grandparents until he went to high school, when he moved to Melbourne with his mother and father. Trent gained a scholarship to study as a teacher and spent a number of years teaching in the remote town of his childhood.

He has seen the disadvantage of Aboriginal and Torres Strait Islander peoples, and also the opportunities they might have. He understands how difficult it is to leave your home, and feels sad that to achieve his goals he lost some of his culture and beliefs.

Practice Task 4

Question 1

Order the following events that influenced migration to Australia historically from 1 to 7.

	People arrive by boat, plane and ship as refugees due to war, persecution or a natural disaster.
	Gold rushes brought Chinese labourers, sugar plantations brought South Sea Islanders, exploration of the outback encouraged Afghan cameleers, and pearl divers arrived from Japan.
	Immigrants with skills that are in short supply, and temporary residents in the form of international students and short-term work visa holders, increased arrival numbers.
	The <i>Immigration Restrictions Act 1901</i> (Cth), also known as the 'White Australia policy', reduced Chinese and South Sea Islander migration and increased British migration.
	Displaced British citizens following World War II were offered passage to Australia for 10 pounds. These people were labelled the 'ten-pound poms'.
	Free settlers and assisted migrants arrived with agricultural and domestic servant skills.
	Convicts from Britain arrived in an effort to ease overcrowded prisons.



Question 2

Which of the following statements reflect the impact that western culture has had on many Aboriginal and/or Torres Strait Islander peoples? Select all that apply.

- While Indigenous people are located throughout Australia, many reside in remote areas where services and opportunities are limited. This occurred as their normal locations were taken over by westerners.
- While most Indigenous people have access to healthcare, remoteness and a lack of trust in the medical industry may result in poor health.
- With low attendance, retention and continuation of education, many Indigenous Australians ultimately have difficulty gaining and maintaining employment. Western education systems provide methods of teaching that are often unfamiliar to Aboriginal and Torres Strait Islander peoples.
- The impact of western culture has had no long-lasting effects on Indigenous Australians. Their issues all arise from the current government.

Question 3

List two current issues facing Aboriginal and Torres Strait Islander peoples.

Question 4

Describe how your own life experiences help you empathise with Aboriginal and Torres Strait Islander peoples.



Marginalisation

Marginalisation is when groups of people or individuals are ignored or cannot participate due to a policy or process that doesn't recognise their differences.

It can mean that someone is socially excluded or misses out on something based on their personal characteristics. **Marginalisation** is about inequality and rights, power, social norms and lack of suitable support and services.

Marginalisation often places people in situations that are very hard to get out of. Even if their reason for being excluded is reduced or eliminated, the stigma or outcome of being marginalised creates a barrier that is extremely difficult to overcome.

When thinking about social inclusion, view the situation from the point of view of the person being excluded. If they view themselves as being excluded, you need to take this perception seriously, rather than telling them their view of the situation is wrong.

When people feel their rights and needs are continually refused or ignored, they may lose confidence in others, in a system, in procedures or in services. Most importantly, they may lose confidence in themselves and their abilities.

Marginalisation
A process and/or condition that prevents individuals or groups from full participation in social, economic and political life.

Needs of marginalised groups

Some marginalised groups or individuals present with physical, mental or emotional needs.

The following provides further explanation of these needs.

Physical needs

Physical needs might apply to people who have physical disabilities. This might occur due to them having difficulty in accessing services that are safe for them to use or be about catering for their individual physical needs, such as accessing entry into meaningful full time employment.

Mental health needs

People with mental health issues may be marginalised due to the stigma attached to mental health issues, but they may also become isolated, lack education or have other issues linked with medication, anxiety or lack of confidence. In severe cases, the person with mental health issues may present with behaviours or reactions that are safe yet not understood by others, and this can create fear and a lack of acceptance.

Emotional needs/trauma

Marginalisation related to a cultural or health issue can cause an increase in emotional needs. A person in this situation may not feel that they are given equal rights. Trauma and/or traumatic outcomes, such as post-traumatic stress disorder (PTSD), can influence a person's abilities. Their anxieties around a particular issue may make them feel marginalised.

Video: Access to services

Watch this video developed by the Victorian Government about access and equity in family violence services. You will hear from a range of people from diverse community groups describe the need for equal access and support for individuals: aspirelr.link/everybody-matters



Example Marginalisation

Read about Jana's experience and how she felt isolated from her work colleagues.

Jana uses an electric wheelchair. She lost the use of her legs through multiple sclerosis. She is a very reliable worker and uses her administrative skills in a bookkeeping role.

Jana's workstation is located on the ground floor because it provides wheelchair access. However, the administrative workers are located on the first floor where access is via stairs. Participating in normal workplace discussions with her colleagues is difficult for her and she has found it difficult to establish effective workplace relationships due to physical isolation.

Practice Task 5

Read the case study, then answer the question that follows.

Case study

Olivia is a member of the team who approaches Kylie, the team leader, and abruptly tells her that she is angry that staff have to pay for their own professional development. Olivia is experiencing a time of financial struggle and the decision by the organisation to have staff pay for PD activities means she will have to miss out. Olivia gets upset and begins to cry.

Question 1

Which of the following statements are correct? Select the correct response.

- Olivia has not been marginalised. She just can't afford the PD.
- Olivia is being marginalised due to her mental needs and trauma.
- Olivia is being marginalised due to organisational changes that mean she is excluded from accessing the full benefits of professional development as a staff member.
- Olivia is being marginalised through discrimination and negative attitudes towards her.

2B Work respectfully

You have the right to work in a safe and respectful environment. You also have the responsibility to create an environment where everyone else feels safe, respected and valued.

All staff need to work together for the good of everyone: their co-workers, the clients and the community they support. There are a number of ideals that your team can work towards:

- creating workplaces where all employees and employers can strive to be their best and be rewarded for doing so
- treating all employees and employers fairly and respectfully
- identifying and improving diversity and inclusion levels.

Human rights and human needs

The terms ‘human rights’ and ‘human needs’ are perceived very differently when it comes to ethical and legal issues.

Human rights relates to aspects of respect, dignity and fairness, whereas **human needs** is more about having basic physical and emotional needs met.

Basic needs relate to our physical requirements and the things we must have to survive: food, water, air, clothing and sleep. This might also link to our basic emotional needs of safety and security.

Your responsibility regarding rights in the workplace includes a duty of care to others. You have obligations that must be upheld.

Human rights

Fundamental rights and freedoms that apply to all people, setting norms for standards of human behaviour.

Human needs

Requirements of persons to achieve a level of basic functioning, such as physical needs (shelter and food/water), emotional needs (love and affection) and social needs (a sense of belonging).



Discrimination

Discrimination is the unjust or negative treatment of a person based on a personal characteristic.

This might be on the grounds of race, age or sex, or any other key area of diversity. **Discrimination** can relate to harassment, victimisation and bullying.

It is illegal to discriminate against others, particularly when this occurs in a workplace or in relation to employment. Discrimination is an ethical issue that can result in legal prosecution.

Discrimination

The act of excluding or treating a person differently based solely on an attribute such as disability, age, gender, race or sexual orientation.

The most common employment-related legal issues are:

- having your employment terminated for unjust reasons (unfair dismissal)
- not being granted entitlements you are meant to receive
- having your job role changed to your disadvantage
- being treated differently to others in your workplace
- not being offered a place of employment due to characteristics that have no bearing on the role
- working in the same role as others, but receiving different terms or conditions.

Equal employment opportunity

Equal employment opportunity gives every person the right to be considered for a job or work conditions, despite personal characteristics outside their control.

Equal employment opportunity laws in Australia are covered by national and state/territory legislation.

The Australian Human Rights Commission (AHRC) works to promote diversity and prevent discrimination in workplaces and provides many useful factsheets on various topics related to discrimination.

The Fair Work Ombudsman also provides education and support for both employers and employees in an effort to reduce discrimination.

AHRC factsheets are available at: aspirelr.link/discrimination-laws-guide

Results of discrimination

Discrimination, and the prejudice or judgment that it displays, can make people feel anxious, sad, depressed, guilty, withdrawn, excluded or rejected.

People experiencing discrimination may end up being financially disadvantaged, as they may lose or quit their job, or feel unable to attend work. Discrimination can sometimes make people angry; in extreme cases they might confront the situation by seeking retribution and vengeance. In a situation where discrimination is common, people might experience:

- anger
- loss of productivity
- lack of confidence
- low morale
- lack of trust.



Example

Contribute to workplace and professional relationships

Todd has worked for a number of years with a charitable organisation run by a church. He experiences great satisfaction from his job. Prior to starting his job, Todd began a stable and long-term same-sex relationship. If asked about his sexuality he does not hide it, but does not openly advertise his sexual preference. He has some close work colleagues with whom he and his partner socialise.

After working for the organisation for three years, Todd opens the intranet home page one morning to discover a biblical quote that portrays homosexuality in a negative light. Todd requests a meeting with management asking that it be removed. Several of his work colleagues attend the meeting in support.

Following this, Todd begins to be singled out and is told that his gay agenda does not belong in a Christian organisation. He is rostered on to work at times he has previously indicated he is unavailable, and his professionalism is questioned.

Rather than continue to be subjected to this bullying and harassment, Todd resigns. Consequently, he experiences severe depression. He leaves his partner and loses contact with his work friends, becoming socially isolated.

Think about how discrimination at work might affect your ability to effectively perform your job role and impact your life in other ways.

Causes of discrimination

Children begin to stereotype, make judgments and discriminate against others because it is natural for them to match new information with what they already know.

Adults who have not learnt to understand and accept difference as children, often hold strong attitudes that are inflexible and these may lead to negative reactions that can hurt, cause inappropriate decision-making and isolate people.

Many times people don't know that they are discriminating; however, some people decide to discriminate as they feel their choices are more important than the opportunities or feelings of others. They might also discriminate as they don't have the courage or ability to find out more about other people.



Universal Declaration of Human Rights

The Universal Declaration of Human Rights recognises that freedom, justice, peace, life, liberty, free speech and privacy are rights all people should enjoy.

Australia was a founding member of the United Nations (UN) and participated in the drafting of the Universal Declaration of Human Rights, which was adopted in 1948. Although the declaration is not legally binding, it is an international expression of values that has significant influence on international human rights.

In relation to discrimination, Article 7 states: 'All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination'. Article 23 states in point 2: 'Everyone, without discrimination, has the right to equal pay for equal work'.

You can read the Universal Declaration of Human Rights at: [aspirelr.link/universal-declaration-human-rights-pdf](https://www.aspirelr.link/universal-declaration-human-rights-pdf)

Commonwealth discrimination law

People in Australia must comply with a variety of Commonwealth laws and standards, including anti-discrimination laws.

There are a number of anti-discrimination laws, as shown below.

Age Discrimination Act 2004 (Cth)	<ul style="list-style-type: none"> • The Age Discrimination Act protects people who are discriminated against because of their age and states that, regardless of age, everyone has the same right to equality before the law. • The Act allows appropriate benefits to be given to people of a certain age, particularly younger and older people, according to their circumstances. In addition, the Act removes barriers to older people participating in society and challenges negative stereotypes about older people.
Disability Discrimination Act 1992 (Cth)	<ul style="list-style-type: none"> • The Disability Discrimination Act gives a broad definition of disability and prohibits direct or indirect discrimination based on disability. • It prohibits discrimination against those associated with people who have disabilities, including friends, relatives, carers and co-workers. • The Act makes it unlawful to discriminate in relation to certain areas, including employment, education and access to public premises.



<p><i>Racial Discrimination Act 1975 (Cth)</i></p>	<ul style="list-style-type: none"> • This Act prohibits racial discrimination and offensive behaviour based on racial hatred. It covers discrimination based on race, colour, descent, and national or ethnic origin. It also protects those who may be discriminated against based on their association with people of a particular ethnicity. The Act applies to all people and organisations in Australia. • The <i>Racial Hatred Act 1995 (Cth)</i> is included in the Racial Discrimination Act and provides an avenue for people to make complaints about racist behaviour that offends, insults, humiliates or intimidates others in public.
<p><i>Sex Discrimination Act 1984 (Cth)</i></p>	<ul style="list-style-type: none"> • The Sex Discrimination Act makes it unlawful to discriminate against someone based on their sex, marital status, pregnancy or potential pregnancy. It sets out laws against sexual harassment, as well as dismissal from work based on family duties, including pregnancy. • According to the Act, it is unlawful to refuse to provide goods, services, education or employment based on a person's sex. • Sexual harassment is included in the Act because it is a form of discrimination that relates to treating a person unfairly because of their sex. • An exception to the Act is when goods or services can only be applied to one sex, e.g. female- or male-specific healthcare, or when employing someone to look after a child in the child's home.
<p><i>Australian Human Rights Commission Act 1986 (Cth)</i></p>	<ul style="list-style-type: none"> • The Australian Human Rights Commission was established in 1986 to deal with breaches of anti-discrimination laws and promote human rights education. • The Act promotes human rights for all people, and covers most forms of discrimination not already covered in the other Acts, including discrimination on the basis of: <ul style="list-style-type: none"> - criminal records - marital status - medical records - political opinion - religion - sexual preference - social origin - trade union activity.



Privacy Act 1988 (Cth)	<ul style="list-style-type: none"> • This Act deems personal information about individuals to be sensitive, including in relation to: <ul style="list-style-type: none"> - criminal records - health - membership of a professional or trade association - membership of a trade union - political affiliations or opinions - racial or ethnic origin - religious affiliations or beliefs - sexual orientation or practices. • This information about a person could be used by others to identify or discriminate against them. • Your organisation should inform you of your responsibilities regarding privacy, both your own and that of families, children and other staff. You should always consider any information provided to you about an individual to be confidential. • People generally have a right to see and correct, if necessary, files of personal information kept about them by organisations. Individuals are usually only denied access to files about them if their own or another person’s safety is at risk, or if there are other legalities involved.
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State/territory discrimination law

Each state and territory has its own anti-discrimination laws that work in conjunction with national legislation.

This table lists the agencies that deal with discrimination legislation in your state or territory and the laws that they administer.

State/territory	Agency	Legislation
ACT	ACT Human Rights Commission	<i>Discrimination Act 1991 (ACT)</i>
NSW	Anti-Discrimination Board of NSW	<i>Anti-Discrimination Act 1977 (NSW)</i>
NT	Northern Territory Anti-Discrimination Commission	<i>Anti-Discrimination Act 1996 (NT)</i>
Qld	Anti-Discrimination Commission Queensland	<i>Anti-Discrimination Act 1991 (Qld)</i>
SA	South Australian Equal Opportunity Commission	<i>Equal Opportunity Act 1984 (SA)</i>
Tas.	Office of the Anti-Discrimination Commissioner	<i>Anti-Discrimination Act 1998 (Tas)</i>



State/territory	Agency	Legislation
Vic.	Victorian Equal Opportunity and Human Rights Commission	<i>Equal Opportunity Act 2010 (Vic)</i>
WA	Equal Opportunity Commission Western Australia	<i>Equal Opportunity Act 1984 (WA)</i>

You can find a fact sheet outlining commonwealth, state and territory laws at: aspirelr.link/discrimination-laws-guide-pdf

The legal process

When a complaint relating to discrimination or rights arises, legal steps can be taken.

Usually this will commence through the procedures detailed in an organisational policy. These guidelines may include an initial internal process; however, it is acceptable to jump straight to an external process if the workplace is not suitable or supportive, or if the leaders in the organisation are responsible for the discrimination.

Unions can provide a representative to support members through internal or external processes.

Here is more information about internal and external processes for dealing with discrimination.

Internal processes	<ul style="list-style-type: none"> • Contact your supervisor and/or team leader. Explain your concerns, what has happened and how it is affecting you. • Identify who needs to take action. Is there something you need to do such as documenting the issues, or does the supervisor need to do something like removing a notice or speaking with a staff member? • If these actions are not effective, you may try to speak to a supervisor at a higher level, or take the issue to an external body.
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External processes	<ul style="list-style-type: none">• Lodge a written complaint with the Anti-Discrimination Board or Australian Human Rights Commission. An officer will investigate the issue. They will contact you and the person your complaint is about.• If the complaint moves forward it will go to a conciliation meeting. The meeting will allow both parties to express their view of the situation and to come to an agreement if possible.• If conciliation is not successful, the complaint can move to the Administrative Decisions Tribunal, the Federal Court or Federal Magistrates Court. A court hearing will occur and a decision will be made.
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Example

Racial discrimination

Isla and Quinn work together and have done so for a number of years. They often have lunch together in the break room with others in their team.

Quinn was born in Australia. Her family have always told her that refugees are not welcome in Australia, particularly if they arrived by boat.

During a staff meeting, staff shared information about themselves, and Isla discloses that she came to Australia by boat as a refugee 15 years ago. Some of the other staff asked questions and she gave them honest answers about her experiences as a refugee.

Following the meeting, Quinn's behaviour towards Isla begins to change. She starts to interrupt her when she speaks and makes comments about 'true Australians'. In front of Isla, she mentions to a colleague that her cousin was looking for work, and that people like Isla were here taking jobs he could have.

When the manager becomes aware of Quinn's behaviour, she calls Quinn into her office. The manager states that Quinn has discriminatory towards Isla, making her upset and the workplace an unhappy place.

Reflect on the role of the employer in the workplace situation described above.



Practice Task 6

Question 1

Describe a situation where you, or someone you know, have been discriminated against. This could also be a situation that you read about or saw on the news.

Read the case study, then answer the questions that follow.

Case study

Leon has been working with Sally for over a year. They enjoy each other's company, joke and chat happily if they happen to be on shift together.

Leon broke up with his girlfriend recently. Since then, Sally has been arranging all her breaks and shifts to be at the same time as Leon's. She has made some jokes about his sexual activity and has asked personal questions about what he is doing over the weekend.

At first, Leon thought Sally was just being supportive and friendly, but some of Sally's questions made him feel uncomfortable. At lunch, she asks if he makes late night phone calls to women he works with. Following this, he found a note in his locker with Sally's name and phone number on it.

Leon told Sally he felt uncomfortable about what was happening and that he really wasn't interested in calling her.

Sally accesses Leon's phone number from his staff records and decides to call him after work every day until he agrees to go out with her.



Question 2

Which of the following statements about rights are correct? Select all that apply.

- Leon's right to privacy was not respected.
- Leon was being sexually harassed.
- Leon should be happy that he was gaining attention from Sally.
- Sally has the right to contact Leon without his consent if it is outside of work hours.
- Leon was the victim of racial discrimination.

Question 3

Number each step from 1 to 5 in the order Leon should follow if Sally continues to make him feel uncomfortable.

	Go to an external body such as the Australian Human Rights Commission or Anti-Discrimination Board.
	Attend a court hearing within the Administrative Decisions Tribunal.
	Contact his supervisor and explain his concerns then put into place or participate in any actions suggested by his supervisor.
	Attend a conciliation meeting to come to an agreement.
	Check service policies and procedures for the right information.



2C

Apply safe practices

To ensure that all clients and staff feel safe and supported, you can create a safe and secure environment through a number of actions.

It takes time to build secure, respectful and reciprocal relationships. It requires that you build trust and get to know your co-workers.

Actions to create a safe and secure environment

- Create a people-focused culture.
- Take a non-discrimination approach to all people.
- Respect all individual differences.
- Assist people to access the services they need.
- Support people to express their concerns openly and without prejudice.
- Work towards resolving issues respectfully.
- Follow complaints policies when needed.
- Report signs of abuse or neglect.
- Support cultural, linguistic and/or religious diversity.
- Provide interpreters and/or translators as needed.

Government initiatives

The Australian Government encourages all Australians to embrace the richness of culture, language and religion that this country provides.

Education and support is provided in communities to help develop a greater acceptance of people with diverse backgrounds and lifestyles. This is called cultural policy.

Some government initiatives that are in place include:



- the Australian Multicultural Council, which advises the government on multicultural affairs policy and programs
- Harmony Day (21 March), where we celebrate inclusion and diversity within Australia
- grants for multicultural projects
- specific policy on the Australian response to world events, such as the Syrian and Iraqi refugee crises.

Read more about the roles of the Australian Multicultural Council here: aspirelr.link/australian-multicultural-council

Social cohesion

Social cohesion

The extent of connectedness and amity among groups of people in society.

Social cohesion is about people in a community working together in order to create a positive environment. An understanding of diversity, and willingness to be inclusive, is required to create social cohesion.

The following information demonstrates positive examples of social cohesion.

Community events	Film and television
Local groups run diverse activities for all members of the community to join in. Events such as Diwali and Eid al-Adha are celebrated by Hindu and Muslim people, respectively, and they often invite the general community in an effort to expand understanding and acceptance.	Many documentaries show the lives and challenges people from diverse backgrounds face, and encourage people to consider their own prejudices. Increasingly, TV and films show people from diverse backgrounds or abilities participating productively together.
Workplace family day	Multicultural music festival
An event organised by an employer in which employees bring their family for a day of activities. Employees may be encouraged to bring a plate of food to share.	An event organised by a local council that celebrates different cultures through live music performances.



Treating everyone equally

When you make the effort to learn about a person's background, you gain information that allows you to make the work environment a more welcoming and enjoyable place to be.

By focusing on specific attributes, such as knowledge, skills and values that reflect the uniqueness of each individual, you can share in other cultures and learn from each other.

It is important to understand the experiences of others and the effects these experiences have had on them. You can find out more about co-workers by informally discussing the person's home life or interests. You may find similarities you didn't know about.

People will feel valued if you take time to treat them equally and as individuals. This will help them fit in and help you develop a positive relationship where you can find out more about the person's home life, beliefs and values. In this way you will develop a bond of trust and confidence.

You should implement strategies to eliminate bias and discrimination, and to assist others to feel comfortable in the workplace. You can do this by:

- ensuring there is a diverse range of people on work committees
- developing diverse work teams
- becoming an active listener.
- ensuring all posters, literature and signs are culturally sensitive
- being inclusive when making decisions
- ensuring interpreters and specialised care contacts are accessible.

Solving problems

Problems that threaten relationships in the workplace should be dealt with fairly and promptly.

Your actions will often involve contacting a supervisor or employer; however, you may be the first person involved, and may need to act on the issue immediately, prior to a more senior person taking over.



Here are some considerations for dealing with a complaint or solving problems.

<p>When you are faced with a complaint</p>	<ul style="list-style-type: none"> • Follow the policies and procedures of the service. • Think about the feelings and views of the other person. • Write down what the issue is and what you have done so far to address it.
<p>Solving a problem yourself</p>	<ul style="list-style-type: none"> • What are reasonable timeframes for resolutions? • Will the issue be recorded in notes or on a form, such as an incident report? • Can the issue be resolved verbally? • Is the issue yours to resolve, or should someone else be involved? • How can you include others? • What advice and support is available or needed? • How can you ensure the information is kept confidential?

The problems that you resolve will have stronger outcomes if you involve relevant people.

To do this effectively, use the following concepts:

Accountability
Being responsible for one's actions.

Consultation
The action of seeking the opinion of others.

- **Accountability** – Give people responsibility and allow them to voice their opinions.
- **Consultation** – Approach others that are involved. Find out what they think, and ask for their opinions to gain ideas.
- **Cultural sensitivity** – Consider who is involved and what their needs, values and beliefs are. Consider how the decision will affect them.
- **Critical reflection** – Take a step back and reflect on the decision.





Example

Solving problems

Read about a solution offered to a family to make them feel more relaxed and comfortable about a change in care.

An older Torres Strait Islander man, Jimmie, is admitted to a respite care centre because his daughter has to go to hospital for few weeks. Jimmie is frightened and visibly shaking. Sue, his daughter, is worried about her father and is quite reluctant to leave him at the centre.

Sensing the distress this experience is causing both Sue and Jimmie, the centre coordinator calls in a carer who has a Torres Strait Islander background to talk to Jimmie and Sue about what Jimmie's stay will be like. She also helps identify Jimmie's needs and explains how the centre will provide care. The coordinator asks Jimmie if he would like to meet another Torres Strait Islander man who is also at the centre.

Once Sue learns there are other Torres Strait Islander people at the centre she is much more relaxed. As a group, they discuss how Jimmie's need for family and cultural contact can be met, and the kind of activities he can participate in to make his stay in the centre more enjoyable.

Protective factors

Protective factors are skills that help people cope more effectively with stress and anxiety. They can reduce the impact of discrimination and marginalisation and enable socially excluded people to gain a sense of power and equality.

Here are some protective factors and the ways they can be supported.

Resilience

Resilience is the ability to manage stress and negative life experiences.

- It can be developed by becoming better at solving problems, building trusting relationships and maintaining a positive attitude.
- Resilience is higher when people have help and support networks or systems available to them.

Social connections

- Social connections include having a network of friends, educators, neighbours and others in the community who can provide emotional support and assistance.
- People who are less isolated due to their social connections are less likely to be involved in domestic violence and abuse.
- Arrange for support groups or a 'buddy' system amongst different teams at work.

Protective factors

Positive events or actions that lower the likelihood of negative outcomes and reduce the impact of risk.

Resilience

The ability to manage stress and negative life experiences and to recover quickly from difficult experiences.



Concrete support
<ul style="list-style-type: none">• People need support in times of need. Concrete support might include basic needs like food, clothing and healthcare. More specialised needs include counselling, support services and treatments.• Ensure people are aware of the concrete supports that are available to them as someone in crisis may feel unable to ask for help.
Self-esteem
<ul style="list-style-type: none">• When people feel empowered and have self-worth they interact more positively with others and are better able to communicate their feelings.• Their behaviours are more controlled and anxieties and stress levels are lower due to the confidence they feel in themselves.• By showing respect, listening, supporting people to be involved and creating strong relationships you will help to develop a person's self-esteem.

Counselling and support

Many organisations provide counselling and support services following a traumatic incident.

The incident may involve physical trauma or abuse. Emotional trauma may also occur for a number of reasons, including someone being the victim of harassment or discrimination.

Organisations must take responsibility for any trauma anyone experiences in the workplace. Without this, an emotionally safe environment cannot exist.



Example

Keep the workplace safe

Tuyet accesses the home and community care service through her local council. She has cerebral palsy and needs help with some personal care and home-based tasks, as well as community access support.

Maggie is the worker who spends the most time with Tuyet. Maggie notices that Tuyet appears very fearful sometimes when they are out shopping. This is most apparent when there are groups of men in the vicinity, as Tuyet is jumpy and constantly looks over her shoulder. She walks close to Maggie in the shops and often puts her hand on Maggie's arm for reassurance. Maggie knows Tuyet lost some members of her family to violence in her home country before moving to Australia, but she is doesn't know whether Tuyet herself experienced the violence or trauma.

Rather than approach Tuyet directly, Maggie talks to her supervisor who then works a shift with Maggie and Tuyet. The supervisor tactfully suggests to Tuyet that there are many support services available to help people who have had difficulties in their home countries. Tuyet decides to let the supervisor refer her to a counselling and support service designed to help individuals who have been victims of torture, trauma and violence.

Think about the steps taken by the worker to support Tuyet.

Practice Task 7

Question 1

Draw a line to match each term in relation to resolving problems with the correct definition.

Accountability	Approach others that are involved. Find out what they think, and ask for their opinions to gain ideas.
Consultation	Step back and reflect on the decision you have made.
Cultural sensitivity	Give people responsibility and allow them to voice their opinions.
Critical reflection	Consider who is involved and what their needs, values and beliefs are. Consider how the decision will affect them.



Question 2

Draw a line to match each protective factor with their correct definition.

Resilience	These might be friends, educators, neighbours and others in the community who can provide emotional support and assistance with issues.
Social connections	This is the ability to manage stress and negative life experiences.
Concrete support	When people feel empowered and have self-worth they interact more positively with others and communicate their feelings positively.
Self-esteem	People need support in times of need. This might include basic needs like food, clothing and health care.

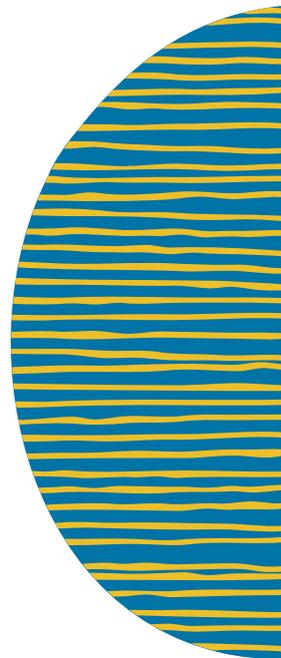
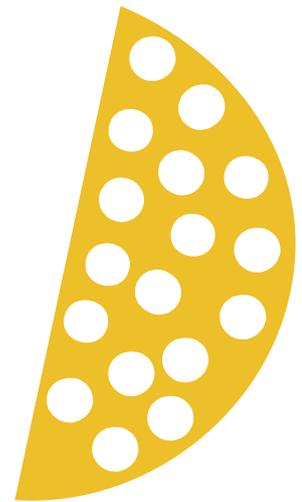
Question 3

List three work practices or issues that might reduce cultural safety or demonstrate discrimination against members of the community.



Summary

- Your attitude towards cultural diversity is reflected in your day-to-day work practices.
- In order to build respectful and positive relationships with co-workers you need to maintain a non-biased attitude in all your interactions.
- An understanding of diversity and a willingness to be inclusive is required to create social cohesion.
- When you make an effort to become aware of a person's background, you gain information that allows you to make the environment a more welcoming and enjoyable place to be.
- Discrimination is the unjust or negative treatment of a person based on a personal characteristic. It is caused by prejudice, which is an opinion a person has about someone based on a stereotype.
- Laws are in place to ensure everyone's rights are protected – this should be a high priority.
- Problems that threaten safety in the workplace should be dealt with fairly and promptly.
- Social exclusion may be deemed as marginalisation. Marginalisation is about groups of people or individuals who are sometimes ignored in policy or normal processes due to their differences.





Learning Checkpoint 2

Appreciate diversity and inclusiveness and their benefits

Part A

1. Which of the following statements relate to Australia's economic policy and the systems in place to support those who are economically challenged? Select all that apply.
 - Medicare helps with the cost of medical expenses.
 - Benefits and supplements provide income and/or income support for those with little or no income.
 - There are no systems in place to support those who are economically challenged.
 - Government loans assist those who are in short-term financial hardship.
 - Government systems provide support for all people no matter what their circumstances are.
2. Choose one of the initiatives of the Australian Government's diversity policy and give an example of how this initiative helps to share knowledge about culture, welcome diversity and reduce the needs of marginalised groups.



3. Which of the following statements are indicators that a workplace is culturally competent and successful in its relationships? Select all that apply.

- The organisation has a shared vision, it values all opinions and all people participate with openness using a team approach.
- The organisation has a family-focused approach where there are many opportunities to create links with the community and other families.
- The organisation welcomes staff from cultures they are familiar with.
- The organisation offers culturally sensitive training about differences.

4. List two pieces of legislation that relate to discrimination. Include at least one Commonwealth law and one state/territory law.

5. Explain discrimination and provide one example of discrimination with your response.



6. Provide three aspects of Aboriginal and/or Torres Strait Islander cultures.

7. Which of the following statements are correct? Select yes or no for each one.

a. The seven rights identified in the Universal Declaration of Human Rights are freedom, justice, peace, life, liberty, free speech and privacy.	Yes / No
b. Human needs relate to having basic physical and emotional needs met.	Yes / No
c. The Universal Declaration of Human Rights does not provide a clear definition of our actual rights.	Yes / No
d. Human rights and human needs are the same thing. They are about people deciding what they want and making sure these needs are met.	Yes / No
e. Human rights relate to respect, dignity and fairness.	Yes / No

8. List the frameworks, approaches and instruments used in your organisation to help create a safe and respectful environment.



Part B

Read the case study, then answer the questions that follow.

Case study

Skye has severe anxiety and is afraid that if she tells her supervisor, Karly, she will stop getting shifts at work.

All of the staff are taking a bus to attend a training program in the use of a government database. Skye is becoming more and more anxious as the date approaches and does not think she can attend as she is likely to have a panic attack. She has a phobia of travelling on a bus following an accident she was involved in years earlier.

1. Which of the following statements describe the type of marginalisation Skye is facing due to her anxiety? Select all that apply.
 - Skye has a physical disability and this is causing her to feel marginalised.
 - Skye has mental health needs and these are causing her to feel marginalised.
 - Skye has emotional needs and these are causing her to feel marginalised.
 - Skye is experiencing trauma and this is causing her to feel marginalised.
2. Which of the following statements describe appropriate ways you could support Skye? Select all that apply.
 - I could go with Skye on a local bus tour, and this might help her develop her confidence.
 - I could find out more about Skye's background and needs, then help her to use this information to develop her skills so she can overcome her anxiety.
 - I should treat Skye equally and not expect any more than I would from other staff members.
 - I should avoid discriminating against Skye and if I hear others discriminating against her, I should remind them that this is not professional.
 - I should suggest that Skye seek some counselling or support, and suggest that she could start by talking to her supervisor.



3. Based on legislation, should Skye’s emotional situation be a reason for her to lose her job? Why or why not?

4. Give two examples of how this situation could cause Skye to become isolated or lose confidence.

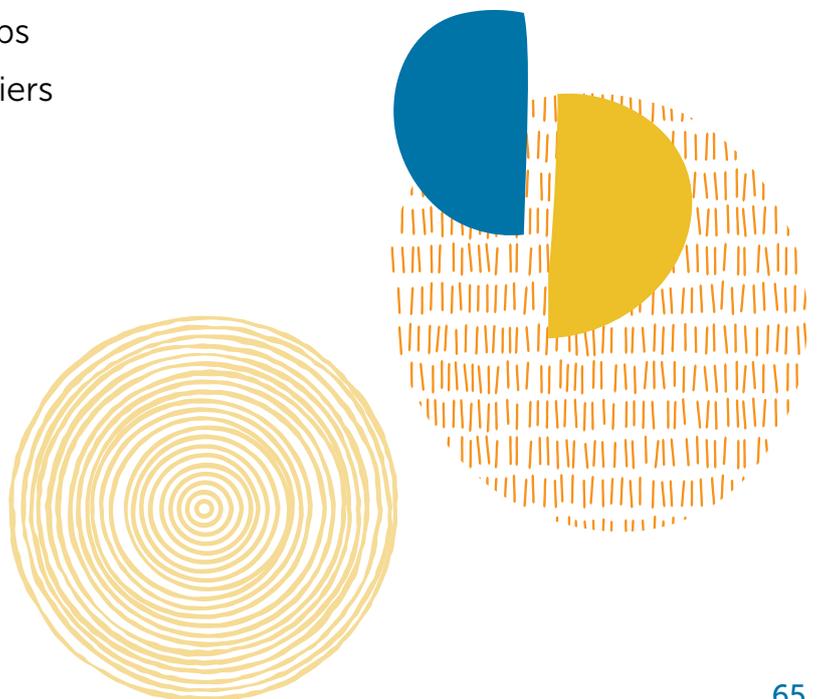
5. Which of the following statements are correct? Select yes or no for each one.

a. Skye should not tell others about her anxiety. This would be applying protective factors as she would be protecting herself.	Yes / No
b. If Skye confided to her supervisor about her anxiety, they could put a plan in place to develop Skye’s protective factors and to support her appropriately.	Yes / No
c. If Skye confided to her supervisor about her anxiety, the supervisor would be legally able to fire her.	Yes / No
d. If Skye got help to manage her anxiety she would be developing her protective factors by increasing her resilience, social support, sense of control and self-esteem.	Yes / No



Topic 3: Communicate with people from diverse backgrounds and situations

- 3A Communicate with respect
- 3B Establish effective relationships
- 3C Manage communication barriers



3A Communicate with respect

Without effective communication, it is not possible to know people's wants or needs or how best to respond to staff you are working with.

Verbal communication
Speaking words to share information with others.

Many factors other than **verbal communication** play a part in communication, and these can be more powerful than the words you use. The way you communicate with another person, even when you do not speak the same language, can have an enormous impact on the way you make that person feel, and the way they will respond. After all, communication is a two-way process that involves sending and receiving information.

Forms of communication

Communication is a natural human ability, learnt in infancy and early childhood and developed throughout life. Negotiation, conflict resolution, teamwork and the completion of work practices all rely on good communication skills.

It is often difficult to establish and maintain communication with others. You need to develop a high level of skill to ensure effective communication.

Here are explanations of different communication methods.

Verbal communication	Verbal communication occurs when a person sends a message by speaking or making sounds. The message can be sent to an individual, team or group, and may be sent in person or over the phone. For example, verbal messages may be used in meetings, when exchanging information formally or informally, or when telling others what you think.
Gestures	Gestures are forms of body language that convey specific messages understood by a particular culture or group. Gestures can relay messages; for example, standing in front of someone with your arms crossed may indicate you are not happy with their behaviour. Some gestures have different meanings in different cultures; for example, in Australia, if you give someone a thumbs-up sign, it usually means everything is okay. However, in some cultures, this gesture is considered rude.
Body language	Body language is a way of communicating by using body movements, gestures and facial expressions to give more meaning to verbal communication. It adds to your communication and helps express how you feel, often without you having to say anything at all. For example, if you are uncomfortable talking to a co-worker about problems with their work, you may look at the ground. If you are worried, you may wring your hands.



Facial expressions	The way your face moves or changes as you deliver information provides many messages about your internal state. For example, facial expressions may indicate illness, tension or stress. A smile or frown may indicate pleasure or concern.
Written communication	Letters, emails, text messages and newsletters are all forms of written communication. Effective written communication is clear, concise and can be easily understood by others.
Signs	Signs are pictures or words that are used to convey a clear message. Pictorial signs are often used to ensure those who are unable to read the words still understand the message; for example, toilets doors may have either a male or a female image on them.
Sign language	Sign language (or signing) may be used by those with a hearing impairment or learning difficulty as an aid when language is a barrier. In Australia, people sign using Auslan (Australian sign language), one of several languages that use signs, body movements and facial expressions.

Communication influences

Apart from language differences, non-verbal communication differs between cultures.

Here are some common factors that may impact on communication, including those related to cultural differences.

Attitudes
<p>Your attitude towards the message or the person you are communicating with may affect how well you communicate. Approval or disapproval of the other person may determine what you tell them and how you communicate with them.</p> <p>Prejudices or biases about the message may prevent effective communication. For example, if an employer asks you personal questions without explaining why, you may not provide a detailed answer and leave out information.</p>
Stereotyping
<p>Stereotyping occurs when you judge that someone or something fits a certain convention or standard; for example, assuming that all Indonesian people are Muslims. You should never assume people will think or behave in a certain way. When you stereotype, you are in danger of not receiving and understanding other messages that are being communicated. You may dismiss people without hearing what they really have to say because you have stereotyped them as having particular beliefs and attitudes.</p>

Stereotype
A fixed, over-generalised belief about a particular group or class of people.



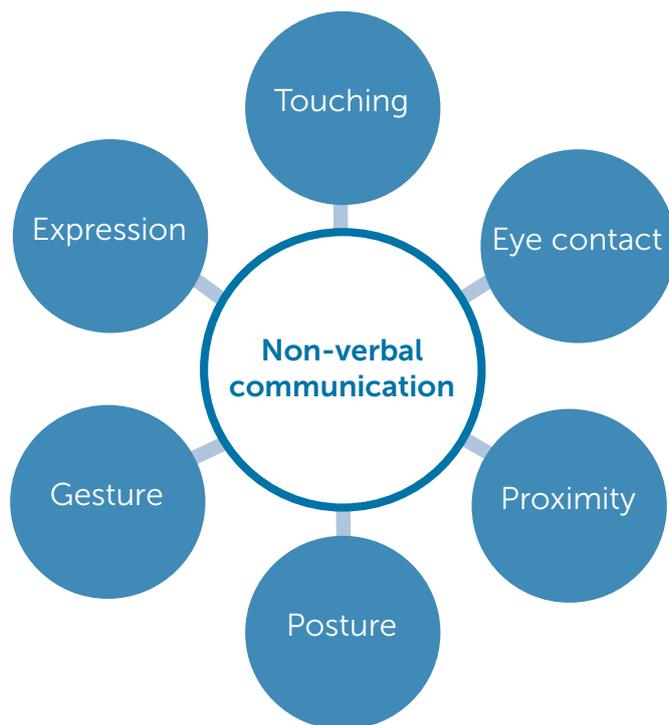
Values
Values describe the beliefs and morals of an individual, culture or organisation. As values relate to priorities, they often have an emotional element and therefore have considerable influence over communication with others. It is not realistic to be completely value-free in your judgments. Instead you should try to understand that other people may be viewing the same situation or issue from a different value stance, and to take these differences into account when you are discussing it or trying to reach an agreement.
Assumptions
Making assumptions about people has the same effect as stereotyping them: if the assumption is wrong it can reduce how well you communicate with them.
Environment
A friendly, trusting and quiet environment is important for people to communicate effectively. Noise is an obvious barrier to effective communication. For example, if you try to talk while there are roadworks going on, communication would be difficult due to the distractions in the surrounding environment.

Non-verbal communication

Body language tells as much about how you feel as the words you use.

With this in mind, you need to think about the body language you display and be sure you are showing meaningful messages that reflect the point or tone of voice you are using.

Crossing your arms, keeping your head down or frowning may show others that you are not interested in what they are telling you, that you are angry or upset, or that you don't care about what is being said. Smiling, facing the other person and looking at them can show you are interested and welcoming.



Sometimes there is a mismatch between the verbal and **non-verbal** messages a person communicates; for example, if what the person is saying is positive but their body language is negative.

By noticing body language, you can gain more information about a person’s mood or emotions. There are times when people choose to use body language to gain attention, let others know what type of mood they are in, or show whether they want to be spoken to.

Here are some actions that communicate non-verbal messages when interacting with someone face to face.

Non-verbal communication
The transfer of information or messages through the use of body language and signals.

Touching	Touching another person may communicate that you are being friendly; however, be aware that this may make some people feel uncomfortable.
Eye contact	Glancing away may tell a person that you are not concentrating on what they are saying or are distracted. Looking directly at the person and maintaining eye contact communicates that you are listening and taking the conversation seriously; however, some people find this intimidating.
Proximity	If you physically distance yourself from the other person, it may indicate that you are uncertain or feel your space is being invaded. If you stand close, it may demonstrate intimacy. Again, be aware that it may make people feel uncomfortable if you stand too close.
Posture	A straight and open posture can imply interest or confidence. If you have your arms crossed or your body is slumped or turned away from the other person, this may suggest a lack of empathy or confidence.



Watch and listen

When observing a person, see how they interact with others and how they present themselves. Listen to the words they use and pay attention to their body language.

Respect

The politeness and admiration towards someone or something.

Be aware that these are just clues. If you judge a person by watching and listening alone, this may lead to stereotyping or developing biased views. Remember, every person is unique with a different personality, likes, dislikes, customs, culture, background and expressions. Try not to make assumptions based on a previous experience, and aim to treat everyone with **respect**.

Using clear communication

Whether communicating to hold a conversation, share information or ideas, give or receive a direction, set a limit or resolve a conflict or issue, your communication must be clear.

Each person you communicate with will require you to act differently. For example, if you are speaking to a colleague from the sales or finance areas, each will require different use of terminology and language.

Clear communication
• Make sure you have the person's attention.
• Provide a suitable, quiet environment, and a private one if needed.
• Use words that the person can understand, considering their age, language, abilities or culture.
• Use clear, specific and relevant words, and avoid slang or abbreviated terms.
• Speak to the person directly.
• Use sentences that are easy to follow and interpret.
• Ask if the person needs more information and explain yourself in different ways.
• Use body language, words and tones of voice that match, and avoid communicating mixed messages.

Learn and practice different ways to communicate with different people. Select communication types or events you are less familiar with and then develop your skills.



How to improve communication skills

- Deal with conflict or difficult situations.
- Make initial contact with an unfamiliar person.
- Give instructions.
- Listen to others.
- Read body language.
- Talk to people who have difficulty communicating.

Example

Using effective communication skills

Read about the ways a worker can support a client's communication needs and preferences.

Roland works in the community service environment. He provides information and support to people looking for affordable housing to rent.

Roland meets with a young man named Tim, who has a mild intellectual disability. Tim has trouble communicating and focusing on what is being said. He wants to live closer to his new church, where he now works as the gardener.

Roland greets Tim with a smile and a friendly handshake. Tim seems nervous so Roland chats to him about his work in the garden and his friends at the church. Roland smiles a lot and nods his head when Tim speaks. He is also patient when Tim has trouble choosing the right words to say or asks the same questions again. Roland makes sure that his own language is clear and easy to understand.

He speaks slowly and calmly so that Tim can understand the information. Tim starts to feel more comfortable because he feels he can trust Roland. Roland gives Tim some information sheets about the services they provide. The information is written in plain English so that it is easy to read and understand. Roland also spends time explaining the information to Tim. Tim is happy with the information and help Roland has given him.



Practice Task 8

Question 1

Provide an example of when you have noticed communication cues that tell you how a person wants to be communicated with.

Question 2

Choose one of the following communication situations you would like to improve, then make a plan on how you might do this.

- Dealing with conflict or difficult situations
- Making initial contact with an unfamiliar person
- Giving instructions
- Listening to others
- Reading body language
- Talking to people who have difficulty communicating



Question 3

List three methods of communication that can be used when interacting with people.

Read the case study, then answer the questions that follow.

Case study

Lara is a client speaking with her support worker, Damian. Lara has her arms crossed and is not making eye contact. Her body is facing away from Damien and she is standing a metre away. She glances around the room while Damien speaks. Each time she speaks, her sentences start with, “I love it here”.

Question 4

List three non-verbal messages that Lara is communicating.



Question 5

Are Lara's non-verbal and verbal language saying the same thing? What are they saying?

3B

Establish effective relationships

To provide a positive environment, you must work on developing effective relationships, listening to the views of others about different issues and accepting that each individual has a right to their own opinion.

You may not agree with everyone's opinions, but you should still listen to and respect them to gain a better understanding of their needs. This does not mean you have to change what you believe, but it should encourage you to broaden your perspectives and accommodate the needs of others.

Keep an open mind and respect others' thoughts, cultural heritage, preferences and personal attributes. To fully understand differences you need to put personal biases and prejudices aside to enable non-judgmental attitudes.

Each person has their own characteristics, personality, ideas, beliefs, rituals and cultural identity. Acknowledge this and build relationships based on individual needs, strengths and understanding. As a result, you will show an attitude that is respectful, open, responsive and approachable. Asking questions and showing interest can help you to further understand differences.

Be courteous and polite

As an employee you need to be able to deal with all kinds of people, including those with different personalities.

When you are courteous and polite it is easier to develop an effective, positive and friendly communication that creates strong relationships.

Being polite is about being considerate of another person's feelings, culture and values. This means that even if someone annoys or insults you, you will avoid getting into an argument. It may not sound difficult, but it can be a challenge for many people.



How to avoid conflict and remain courteous
• Work through the situation using problem-solving or discussion.
• Agree to disagree.
• Change the subject.
• Debate the issue calmly.
• Excuse yourself from the discussion.

Promoting a supportive environment

One of your professional responsibilities is to create a calm and supportive work environment.

This is achieved when you and your co-workers are cooperative and listen to each other's opinions.

Becoming aware of someone's background allows you to make the relationship and your environment more enjoyable. By focusing on specific points such as knowledge, skills and values that reflect the uniqueness of each person, you can share in other cultures and learn from them.

If you experience conflict between co-workers, feelings should be discussed in a professional manner. Acknowledge the perspective and experience of each co-worker and work effectively with other educators to model appropriate interactions and language. Providing positive feedback to co-workers enhances belonging, and tells them that their role is important.

Staff meetings are a good setting for sharing ideas and brainstorming. A service can also conduct staff surveys to learn more about training needs and gather ideas for quality improvement.

When cross-cultural teams work together to understand each other, they have a higher rate of work satisfaction.

The Cultural Competence Program offers cultural knowledge for work and everyday interactions: <https://aspirelr.link/cultural-competence>



Showing empathy

Empathy is about showing understanding and sharing the feelings of another person.

When people feel you show empathy, they will feel accepted and gain a sense of comfort. Showing empathy lets the other person know that you care and want to listen to or discuss their situation. Seeing things from their point of view can help you better understand what they are trying to communicate.

There are many different ways you can show empathy; a few of these are outlined below.

Empathy
The ability to understand, share and identify the feelings of others.

Listen	Listening is one of the most effective ways you can demonstrate empathy. This means allowing the other person time to talk, waiting for them to finish talking and using what they have told you to continue the conversation.
Share your feelings	When a person shares their feelings you show that you care by letting the other person know how you have been influenced by what you have heard. Avoid telling your own story or experience. This can lead to difficult professional situations and it usually makes the other person feel their situation is not as important.
Focus your attention outwards	Pay attention to your surroundings and to the feelings, expressions and actions of the people around you. Be mindful about how others might be feeling.
Withhold judgment	When showing empathy, stop yourself from making negative judgments or deciding whether their situation or actions are good or bad. Instead, try to gain a deeper understanding of their situation. This does not mean that you must agree with the other person, but it will allow you to find out more and to show that you care.
Offer help	An offer of help shows that you understand what the person is going through and that you want to make life easier for them. Offering help is a great act of empathy because it shows that you're willing to take time to do something for someone else without asking anything of them in return.

Honesty

Being honest will create a foundation on which strong and purposeful relationships can form. Be honest when explaining situations or giving advice, and gather your facts through discussion or research before approaching complicated topics. It is better that you tell someone you don't know the answer yet, than to be dishonest or make something up that you later need to change.



Telling people what you think they want to hear instead of being honest with them often results in a negative outcome. This may not happen immediately, but over time dishonesty can lead to complications, including needing to tell further lies to protect yourself.

Mutual trust

Mutual trust is built over time when people communicate effectively and unite with a common purpose. It is commonly built when you work with others to find out more about their life, beliefs and values, and create a comfortable setting that meets their needs.

Strategies that can be used for building mutual trust and confidence
• Welcome and acknowledge everyone each day.
• Approach and help people to participate or meet their goals.
• Discuss the day and provide useful information.
• Acknowledge differences between staff, families and the community and incorporate information into your service.
• Include information of interest in displays and resources.
• Become a good listener.
• Give people from CALD backgrounds a chance to communicate their ideas.
• Research cultural beliefs and values by asking questions and using books, specialists and the internet.

Maintain confidentiality

Sharing personal information inappropriately can cause upset, harm and create negative relationships.

If someone shares information that you feel you should not be told, let the person know you feel uncomfortable knowing this. If you are unable to tell them, just don't respond to it. If you are concerned or if someone is continuing to share confidential details with you, mention this to a supervisor.



Example

Maintaining confidentiality

Read how Mason maintains the confidentiality of his client and reports a breach to his supervisor.

During a lunch break, support workers Mason and Jordan chat together. Jordan mentions to Mason that she wants to tell him something, but he mustn't tell anyone else. She starts to explain a situation where another staff member had been involved in domestic violence.

Mason is shocked and doesn't know what to do. He doesn't feel comfortable hearing this information from a co-worker. He stops Jordan and tells her he would rather not know the details and doesn't feel it was right to hear this from someone other than the person involved.

Later in the day, he hears Jordan sharing the information with another staff member. They were both discussing the details of the event and making judgments about what should happen next.

Mason decides to tell the manager about this sharing of confidential information. He knows that if he was the person involved, he would hate to have this information shared around the workplace.

Practice Task 9

Question 1

If a colleague asks for the phone number of another employee so they could set up a date, what would be an appropriate response?



Read the case study, then answer the questions that follow.

Case study

Sophie is dropping off her son, Sid, at a holiday program for children with disabilities. She usually chats briefly to Alina, the co-ordinator, but today she is quiet. Alina asks Sophie how she is. When Sophie looks up she has tears in her eyes and a red face. She tells Alina that her father passed away overnight. He lived in India and she had hoped to see him in two weeks time. There will be a traditional funeral.

Question 2

Which of the following options would be an appropriate way for Alina to show empathy? Select all that apply.

- Alina could tell Sophie that this happened to her friend as well and that she felt devastated.
- Alina could tell Sophie that she was very sorry and could only imagine how upsetting that was.
- Alina could ask if there is anything she could do or help with.
- Alina could avoid talking to Sophie as she doesn't like talking about death and she doesn't know what to say.
- Alina could listen to Sophie, and offer her a private space and a glass of water.

Question 3

Would it be courteous and polite for Alina to ask Sophie what a traditional funeral is like? Explain your answer.

**Question 4**

Which of the following statements are correct? Select yes or no for each one.

a. Alina could build mutual trust and respect with Sophie by being a good listener.	Yes / No
b. Alina needs to clean the tables and start setting up the room. She cannot spend time speaking to Sophie. They can talk later if Sophie needs her.	Yes / No
c. Alina lets other workers know she is taking Sophie to the staffroom for water. They all pitch in to get the room set up.	Yes / No
d. Alina could ask about the traditional funeral at a later date to understand what Alina and her child will be doing. There may be something she can do to help or show support. She could check on the details with Sophie later when she is less upset.	Yes / No

3C

Manage communication barriers

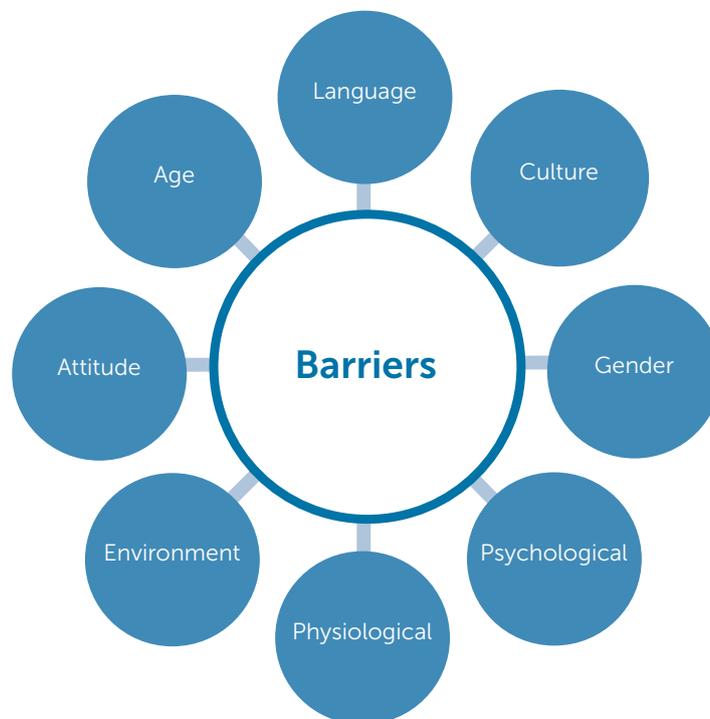
Barrier/s

Factor/s in a person's environment that, through their absence or presence, limit functioning and create disability.

A communication barrier is something that stops communication from being effective.

Communication **barriers** might happen due to differences in language, culture or communication. Barriers might also occur due to a disability or a misunderstanding.

Some people may have poor reading or writing skills. In this situation, verbal communication could be used to make sure the message has been received and understood.



By being aware of possible communication barriers, you can prepare and reflect on your ability to use strategies that help to establish relationships by being polite, showing empathy, being honest and maintaining confidence.

Communication challenges

There may be problems with communication if the sender and the receiver can't see each other.

For example, if the communication takes place on the phone there may be distractions, interruptions or body language that cannot be seen.

Email and text messages are also missing visual information. In addition, incorrect spelling and grammar might lead to information being misunderstood or confused. The person sending the message and the person receiving the message may have a very different understanding of the communication.



Example

Seek assistance according to communication needs

Dana works in an aged care home. A new Malaysian-speaking resident, Khanh, has just been brought to her office following a minor altercation. It seems that he is still quite upset and in shock. Dana tries to speak to him a couple of times but he does not seem to respond to her questions. She suspects that he has a language barrier. Dana knows that there is a Malaysian-speaking colleague on duty, so she decides to ask them to act as an interpreter. She needs to collect information on the incident and the history of the resident.

Think about Dana's role to ensure she can communicate effectively with the people she supports.

Information in first languages

People from non-English speaking backgrounds should be provided with information in their main language as much as possible.

For example, a WHS staff handbook might be translated into a home language so the employee can understand the requirements for keeping safe.

People who do not speak fluent English will need more time, resources and encouragement when communicating.

Multilingual staff members

Multilingual staff members are an excellent resource. They can:

- work with others using the same language to make sure information is shared clearly and accurately
- assist communication and the development of relationships with clients
- help to foster friendships, relationships and a sense of belonging.

Staff members who have the same racial or ethnic background as other staff employed at a workplace, or clients who receive services, can be useful as even if they don't speak the same language. Not only may they be seen as a familiar face, but they may have a deeper understanding of their needs.

Multilingual

A person or thing able to speak several languages.

Using images

There are many ways you can use images to show inclusive attitudes and offer a culturally rich and stimulating environment.

Images to help demonstrate diversity include photos and pictures displayed on advertising and marketing materials and on the organisation's website. This sends a welcoming message to clients about the values of the organisation.

Examples of images that represent diversity include:

- photos of cultural celebrations and events
- posters of diverse and multicultural customs, cultures, needs and preferences
- maps of countries and regions around the world
- words and symbols used by other cultures with their English translation
- Images on the website showing socially and culturally diverse clients and staff

Translator and interpreter services

Interpreter

A person or technology that translates speech from one language to another to assist another person's understanding.

A translator can be used to convert text from one language to another. Translated information might include service agreements, newsletters, forms or records. An **interpreter** translates speech from one language to another, this includes oral speech into sign language.

When translators and interpreters are needed, the local community will have services you can contact. You might also use online translation programs for immediate or general communication. Some programs will also translate text to speech, allowing you to hear the pronunciation. These programs are great for translating single words or basic phrases, but are not usually suitable for a face-to-face conversation or large chunks of complex information.

You can read more about the Translating and Interpreting Service here: aspirelr.link/translating-and-interpreting-service

You can read more about Auslan Signbank here: aspirelr.link/auslan

Other interpreters

While an interpreter is often thought of as an individual who can relay information between two languages, they may also be someone who uses sign language to translate spoken English for a person with a hearing impairment.

Various government departments provide advice on how information can be formatted so it is accessible to everyone and targets a range of abilities.



You can read guidelines provided by the Victorian Government on accessibility here: aspirelr.link/accessibility-guidelines

Example

Resources for interpreting and translating

Orna is a teenager whose family has recently arrived from Ukraine. In the initial meeting with the family it became obvious that none of them could speak much English. In preparation for the next meeting the case managers communicated with a government support service and built up a bank of information and resources for interpreting and translating for Orna and her family. An interpreter was used and the family expressed their appreciation for the steps that the organisation had taken to ensure their needs were met.

Consider the preparation the case managers were prepared to do to ensure the meeting with the family went as planned.

Practice Task 10

Question 1

Make a list of the resources available that could support the management of communication barriers. Think about the resources of people you know and their skills and knowledge, as well as the materials that can be used.



Read the first case study, then answer the question that follows.

Case study 1

Sarita has recently migrated from Spain, where she has qualifications in disability support. However, they are not recognised in Australia. Sarita is training to complete her Certificate IV in Disability Support. She speaks and understands English clearly and is a very competent worker, but struggles to read her assessment questions.

Question 2

Which of the following statements are correct? Select yes or no for each one.

a. Sarita would be permitted to use a Spanish/English dictionary to help her translate.	Yes / No
b. Sarita would benefit from an interpreter.	Yes / No
c. If you read Sarita's assessment questions to her this would be helpful.	Yes / No
d. Reading Sarita's assessment questions to her would be a form of cheating.	Yes / No

Read the case study, then answer the question that follows.

Case study 2

Chen, a staff member, speaks Mandarin as her home language and does not always understand spoken English.

Chen has not carried out a task according to policy and is having a disagreement with you based on a misunderstanding. A committee member, Nuan, speaks Mandarin and could assist you to communicate better with Chen.



Question 3

Which of the following statements are actions you could take to resolve the misunderstanding? Select all that apply.

- Tell Nuan what the problem is and then ask Nuan to speak to Chen and sort out the misunderstanding. If Chen is not following policy and both people are part of the organisation then confidentiality is not an issue.
- Ask Chen if Nuan might help with the misunderstanding. If Chen gives permission, check that Nuan is comfortable helping. If both Chen and Nuan agree you can all work together to solve the issue knowing you are respecting confidentiality.
- If Chen felt Nuan should not become involved, you could involve a translator or interpreter service with Chen's agreement.
- If Chen felt Nuan should not become involved, you would need to continue to argue with Chen until she understood what you were saying.



Summary

- Communication is a two-way process; it involves sending and receiving messages.
- There are many skills involved in positive two-way communication; for example, listening and observing techniques.
- Differences in language, culture, values and attitudes can create communication barriers based on assumptions and stereotypes.
- Any environment may create barriers to communication that are not always obvious to those involved.
- Respectful communication involves the exchange of information between all parties involved.
- Effective communication is an integral part of a healthy working relationship. This may mean that translator or interpreter assistance is required to support effective communication.
- Trust and confidence is built over time as you continue to be welcoming and respectful of the people you support and work with.



Learning Checkpoint 3

Communicate with people from diverse backgrounds and situations

1. Draw a line to match the sign to the appropriate meaning.

	<p>No smoking</p>
	<p>No food or drink</p>
	<p>Wash hands</p>
	<p>First aid</p>
	<p>Bus stop</p>



Read the case study, then answer the questions that follow.

Case study

Mohammad and Talia are Sudanese teenagers who are part of a youth outreach program. Mohammad and Talia are brother and sister and came to Australia a few years ago.

Erika works for the youth outreach program as a facilitator. She has found that of all the youth supported by the program, she has the least rapport with Mohammad and Talia. They tend to sit on their own during activities, and express little interest in what everyone else is doing.

Erika doesn't have a lot of experience working with people from Sudan. Although the service supports people from diverse backgrounds, most youth have grown up in Australia, and have a good grasp of the English language.

When Erika consults Roger, her supervisor, about how to engage Talia and Mohammad, Roger asks about the language barrier. Erika hadn't really thought much about it, as she thought their engagement had more to do with their attitude than their language.

2. Discuss the impact language barriers may have on Mohammad and Talia's engagement with the program.



3. What verbal and non-verbal strategies could Erika use to build a more positive relationship with Talia and Mohammad?

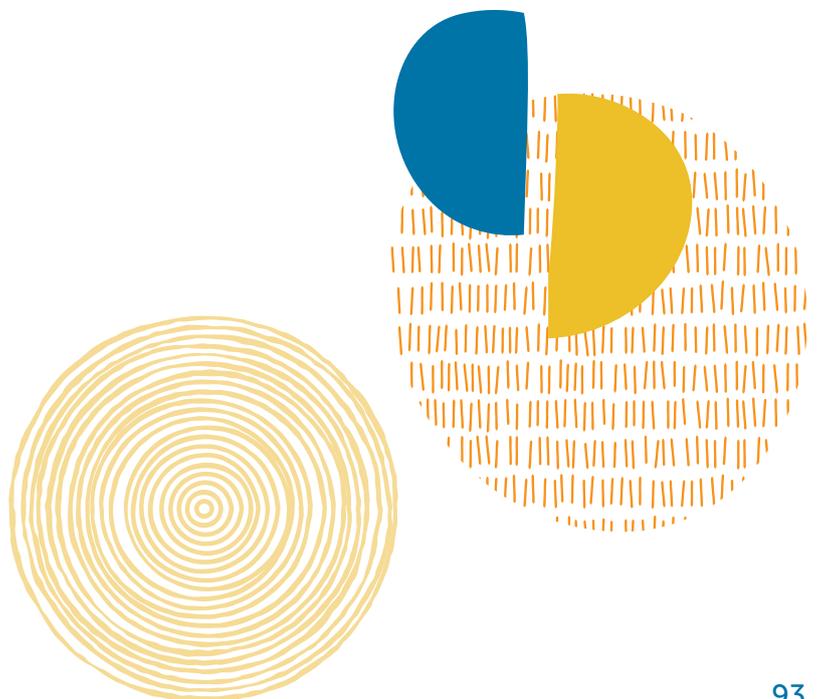
4. What strategies could Erika use to address the language barrier?



Topic 4: Promote understanding across diverse groups

4A Identify issues

4B Resolve differences



4A

Identify issues

To develop strong relationships with others you need to respect the diversity of cultures and backgrounds of the people you interact with.

You also need to understand that the impacts of upbringing, education and values encourage people to see the world in different ways that, in turn, influence their relationships, behaviours and social expectations.

Consider diverse views

Part of being culturally competent means finding out about and accepting different world views.

Here are some strategies to help you value different needs and beliefs in order to work cohesively with others in the workplace.

- Ask people what is important to them.
- Don't assume everyone wants the same things.
- Do research to follow up on topics that are important to others.
- Network with different people and groups so you can find out more about them.
- Ask questions to gain a greater understanding of new concepts.
- Don't take conflict personally; consider it an opportunity to learn.
- Share details of your work so others can contribute their opinions and ideas.

Issues that cause problems

When communication breaks down, people may become frustrated; conflict may arise if they don't understand something or feel they are not being understood.

Conflict may come about because of a simple disagreement or stem from a clash of values and expectations. For example, people have different routines and schedules, food preferences and dietary restrictions or requirements, educational expectations for their children and different limits on behaviour for children and teenagers. It is important to show respect for various ways of doing things that may be different to your own.

Conflict

A disagreement of opinions or principles.



Cultural and language differences may lead to conflict, so try to communicate clearly with all people and learn about what offends them and how they best share information.

How to avoid conflict

- Learn about others, find out how they communicate best, what they like and dislike, value and believe in.
- Use interpreters and translators where useful.
- Accept cultural differences in communication.
- If you notice someone from a CALD background using a gesture or words that are inappropriate, let them know. There may be a misunderstanding.
- Exclude gestures or words that offend people from CALD backgrounds.
- Let others know what is expected in your service or when they communicate with you, particularly if they do not seem clear.

Practice Task 11

Read the case study, then answer the questions that follow.

Case study

Marianne is conducting an intake interview with Ester. Marianne asks specific questions, such as Ester's name, her date of birth, her address and previous medical history. However, Ester remains silent and looks at the floor when Marianne speaks to her. Marianne grows irritable. She has another two intake interviews to conduct this morning, and then needs to complete her other tasks. Marianne raises her voice slightly, saying she really needs Ester to answer the questions. Ester's son is waiting outside, and when he hears the raised voice, he comes into the room. He is quite distressed, and starts speaking loudly to Marianne in Czech. Ester begins to shake and cry. Marianne realises there may be a significant language barrier, and that her response triggered the situation. She realises she needs to take a different approach to communicate with Ester.



Question 1

Identify two possible issues that may have led to the communication difficulties in this situation.

Question 2

How could Marianne have responded differently in this situation?

Question 3

Identify two things Marianne could do to fix the situation?

4B

Resolve differences

Conflict is usually a struggle between two or more people over their different opinions, values, behaviours, ideas and goals.

Conflict may begin over small issues that seem unimportant to some people, or over very big concerns.

Many people see conflict as negative and fear they may be left feeling hurt or frustrated. However, conflict can actually be positive, as it shows that people are thinking about what is happening and are willing to express their needs and ideas to bring about change.

Conflict resolution may be viewed as a process of problem-solving where creative solutions meet both parties' needs. This outcome is the best result, but it is not always possible.

Conflict resolution may result in the following outcomes:

- Win–win outcome: All people get what they want or need.
- Lose–lose outcome: No one gets what they want or need.
- Win–lose outcome: Only some people get what they want or need, while others do not.

Following policies and procedures

The philosophy, policies and procedures for a workplace must be provided to new employees during the employment induction period.

Policies should be developed and implemented to embrace diversity and inclusion, and indicate the values of the organisation and the expectations for behaviour from staff.



Code of ethics

Guiding principles that outline expected ways of behaving or standards of conduct for an individual or organisation.

An ethical dilemma is a situation in which there is more than one way for you to react, and it is not clear which action will be best. A **code of ethics** can explain how to react to or report particular ethical dilemmas if they occur. A code of ethics does not provide the answers to dilemmas; rather, it provides useful guidelines for appropriate behaviour.

Here are some points to consider including in a code of ethics. These values may underpin policies and procedures related to diversity and inclusion amongst staff:

Behaviour	Organisations must make sure they do not do or say things that are unprofessional or detrimental to the health, emotional and mental wellbeing of people with support needs and co-workers. This could include culturally unsound practices, such as being judgmental or failing to acknowledge family obligations or dietary needs.
Individual rights	The rights of people with support needs include their right to be treated with dignity and respect, with equal access to services and that confidentiality of information about them is maintained. These rights should also extend to the right to have important aspects of their cultural heritage recognised in all dealings.
Empathy	Any workplace code of practice should refer to empathising with people with support needs and workers of different social and cultural backgrounds, to share and understand their emotions, feelings and their experiences.



Flexibility	Flexibility in dealing with diversity issues acknowledges that other social and cultural groups of people do things differently to western society. This is not wrong, but it does need to be understood.
Negotiating	The ability to stand back and wait for your turn to speak or do things is important in developing a good working relationship with all people from different social and cultural backgrounds to your own.

Here are some examples of policies and procedures that may refer to **conflict resolution**.

Discipline procedure
This procedure deals with situations where the actions of a staff member are inappropriate. The process outlines the steps that should be taken to resolve the issue and who should be included in the resolution. The discipline procedure may include guidelines related to termination of employment, stating particular circumstances when this might occur.
Grievance procedure
This procedure can be used if issues arise between staff members. The procedure should help the staff member understand what to do and who to speak with to resolve the issue.
Complaints procedure
This procedure is used when an employee has a problem. It should outline the process for resolving the issue, including who is responsible for dealing with the issue and how it should be reported. Some complaints must be notified to government departments, particularly any complaint relating to the service allegedly breaching a law or regulation such as bullying, harassment and discrimination.

Conflict resolution
The process whereby two or more parties reach a peaceful resolution to a dispute.

Example

Resolving issues

Read about the actions taken by a support worker to resolve issues between clients.

Jennifer is a young woman in an activity group that goes out into the community for social outings. She has an acquired brain injury and has very few social inhibitions and often acts impulsively and says whatever she is thinking.

During one activity, Jennifer becomes loudly abusive towards another person. She shouts at the other person in Cantonese, then runs quickly to the support worker, Gail, and tells her that the person is being rude to her.

Gail follows the procedures she knows are required of the service and speaks to the other person first, and carefully writes down what they say. By the time Gail goes to talk to Jennifer about the incident, she has forgotten what happened. She tells Gail that the incident involved a different person and that the problem was that the other person pushed her. Jennifer doesn't retain information for very long. Gail is unable to resolve the incident and decides that next time there is a problem she needs to talk to Jennifer straight away.

Handling conflict

When you experience a difficulty, you need to approach the situation in a professional and non-biased manner, and acknowledge the perspective and experience of each person.

When conflict is handled appropriately, the result can lead to positive changes and greater understanding of the other person's priorities and opinions. You may also gain a greater understanding of the different roles in your service.

To avoid conflict growing, it needs to be dealt with as soon as it comes to the attention of the right person. In some conflict situations you can easily employ problem-solving and negotiation strategies. However, your efforts may not be successful, or the situation may be outside your area of responsibility.

If you have trouble resolving a conflict yourself, it should be reported to a more senior person. Your workplace should have strategies in place for reporting a conflict; for example, telling your supervisor or completing a form.



Always stay calm and speak slowly and clearly when there is a conflict so there is minimal opportunity for misinterpretation. Think about who the right person is for dealing with the issue and, if this isn't you, attempt to involve them as soon as possible.

The six-step framework

Manage conflict by remaining calm and thinking through the issues. Take your time and listen to the other person.

By developing and practicing a process for managing conflict, you will find it easier to make positive choices that reduce frustration and unresolved or escalating conflict.

To increase your skills, try using these strategies in minor or frustrating situations so that, if you do face conflict, you are able to naturally guide the resolution process. This will reduce your stress and help you to remain calm.

Destructive conflict can often be avoided by using good communication skills on a day-to-day basis to create and maintain goodwill and respect.

To work through conflict in a planned way you can use a **six-step framework**, as outlined in the following table:

Six-step framework
A process that follows six steps to manage a conflict situation.

Six-step framework for managing conflict	
1	<p>Confront the conflict</p> <p>If you ignore a conflict, it will not go away, it will just get worse. Recognise there is a problem and do something about it. You must try to resolve conflict if you want to maintain positive relationships.</p>
2	<p>Understand each other's position</p> <p>Try to understand your own and the other person's point of view. Think about what you believe and why it is important to you, then take the time to find out why the other person feels the way they do. Be open to differences and don't assume you're right.</p>
3	<p>Involve those affected</p> <p>The cause of the conflict and the possible effects of any change should be assessed, then all people involved should be identified and included. By involving others, you should gain support and become aware of some different ideas.</p>
4	<p>Define the problem</p> <p>Once you have discussed each person's ideas and thoughts, identify and define the actual cause of the conflict. Often it may not be what you originally thought the issue was. Sometimes conflict raises other issues that need to be dealt with as well.</p> <p>You may find it easier to write down exactly what the problems are. You may also need to translate information or explain words or concepts.</p>



Six-step framework for managing conflict	
5	<p>Search for and evaluate alternative solutions</p> <p>List the positives and negatives for each possible solution. Refer to policies and procedures. Identify exactly who the issue affects, then evaluate solutions relevant to the people involved. Attempt to create a win–win outcome.</p>
6	<p>Agree on and act on the best solution</p> <p>Together you should try to agree on what action to take. The decision should focus on what is best for all. A new policy or procedure may be needed to prevent confusion in the future. Make sure everyone is aware of any changes that result from the decision. Also ensure that the solution is reviewed to determine whether the conflict has been completely resolved.</p>

To implement the six-step framework effectively, there are a number of questions to consider:

Step 1	<ul style="list-style-type: none"> • What is the conflict?
Step 2	<ul style="list-style-type: none"> • Am I clear about my own beliefs on this topic? • Do I know what the other person’s beliefs are? • Am I flexible? • Have I considered if children or other vulnerable people are involved? • Is this causing an impact on the organisation, or the way teams are working? • Have I thought about why I am against this? • Have I looked at resources/information to find out as much as possible about the situation? • Am I handling the conflict with respect and maturity?
Step 3	<ul style="list-style-type: none"> • Who needs to be involved? • Who does this affect?
Step 4	<ul style="list-style-type: none"> • What are the problems from the other person’s point of view? • Have we all expressed ourselves clearly and completely? • Do we understand why we each have our beliefs? • Did I really listen to the other person’s point of view?
Step 5	<ul style="list-style-type: none"> • What are the possible solutions? • Have we considered the pros of each possible solution? • Have we considered the cons of each possible solution? • Are we aware of the policies and procedures involved? • Which options create a win–win outcome?
Step 6	<ul style="list-style-type: none"> • Are we able to reach agreement? • Are we able to develop an action plan? • Are we ready to do what needs to be done to make this happen?



Video: Conflict resolution

Volunteering NSW has developed two videos demonstrating how to approach conflict resolution: aspirelr.link/conflict-resolution-toolkit



Using a mediator

Mediation occurs when a conflict or concern exists between two parties.

A mediator is someone who is not involved in the situation, so they can see things without bias, work towards a win-win solution, and have no preference for the outcome.

A mediator might be someone who leads the organisation, a supervisor or an outside person you don't know. You may also be the mediator if you are not involved in the conflict and have strong communication skills.

Mediation

A negotiation process where an independent person assists the parties to identify and access options to resolve an issue or conflict.

Professional association

An organisation that acts as a peak body or represents a group of people working in the same industry or area of work.

Professional associations

Professional associations, including unions and regulatory bodies, are there to help those who need support when difficulties arise. Here are some people who may be able to help.

Work colleagues	Other support workers can often help as they may know the person better or come from a similar culture.
Supervisors	Your supervisor should always be notified if there is conflict, as they are often the most appropriate person to handle the process.
Individuals	Other people with support needs may be able to calm another members person down or speak to them in their own language.
Advocacy services	There are many advocacy groups that can act on behalf of both parties if necessary. Remember that all individuals, whether they receive care in the community or in a care facility, have a right to an advocate.
Community Groups	Community groups are often an excellent source of information about specific cultural groups and can provide advice as well as staff training. Migrant resource centres can also help when needed.
Training Providers	Staff may need additional training in some aspects of different cultures, such as how to apply cultural sensitivity and how to deal with people with support needs and/or other staff.
Health professionals	Other health professionals can often help when there are issues regarding the care being provided; for example, doctors may have known the individual for many years and understand their history.



Family members	Family can provide background information that may not be written on the individual's care plan.
Ministers of Religion	Religious and spiritual ministers have often known the person for many years and may be able to provide the guidance and support that you or your supervisor cannot.
Social Workers	It is often a good idea to use the services of people who are specially trained to resolve conflicts and can provide useful strategies to cope with a difficulty.
Human Rights Commission	The Australian Human Rights Commission can assist people with problems at work. You can visit their website to read what the commission does.

Example

Seek help to address difficulties

Gerald lives at home with his aging mother. He has an acquired brain injury as a result of excessive alcohol consumption over many years. He is prone to outbursts where he becomes verbally aggressive and has yelled at the people who live next door a few times while his support worker, Tino, was present.

Tino has worked with Gerald for many years, providing in-home respite care while his mother has a break. Recently Tino has noticed that Gerald has started becoming more physical in his aggressive outbursts. Tino takes careful notice of the changes and documents them.

Tino observes Gerald punch a wall one day, then slam his fist onto a tabletop just near his own hand. One day, when Gerald is walking past Tino in the hallway, he pushes his shoulder into Tino's back as if he is trying to knock him over.

Tino writes this in his notes straightaway and then contacts his supervisor immediately, asking her to send another worker to support him until the end of the shift. He then asks his supervisor to organise a review of Gerald's care and support arrangements, as Tino feels that he can no longer safely manage Gerald's behaviour without additional support.

Think about the actions taken by Tino to ensure that the aggressive behaviours are reported.



Practice Task 12

Read the case study, then answer the questions that follow.

Case study

Aaron is unhappy at work. Sable, his co-worker, used to be his closest work friend. A few months back, Sable was unsuccessful in getting a position she wanted in the company and Aaron was appointed in the role. Since Aaron's appointment, Sable makes comments to other staff about Aaron being male and working as a personal assistant to a female CEO. She says things like:

- "Oh, isn't it great to see men doing that job"
- "He really buys her coffees; I watch him do it."
- "He is so polite; you would swear he was gay."

Aaron has mentioned to Sable that her comments make him feel uncomfortable and that he should be treated like every other employee; however, Sable continues to make the comments. Aaron feels Sable is disappointed about not getting the role but he doesn't think she realises her behaviour is making him unhappy. He speaks to his supervisor Siobhan to get help.

Question 1

Suggest a procedure Aaron should follow when trying to decide what to do next?
Find an example and explore the process it suggests.



Question 2

Number each step from 1 to 6 in the order Siobhan should use the six-step approach to resolve this conflict in her team.

	Obtain agreement that Aaron should not be harassed at work.
	Talk to both parties to come up with a plan they could all implement.
	Siobhan should continue to monitor the situation and check in with both Aaron and Sable.
	Siobhan should ask questions so she can understand Aaron's experiences and Sables' point of view.
	List the possible solutions for Sable and encourage Aaron to explain how he is feeling.
	Siobhan should confront Sable about the conflict.

Question 3

Which of the following statements relate to the situation between Aaron and Sable? Select all that apply.

- The situation demonstrated that there was lack of respect between some staff.
- The situation shows that there was not really anything to resolve and Aaron should not be so sensitive.
- The situation resulted in a lose–lose outcome.
- The situation resulted a win–win outcome.
- The situation resulted a win–lose outcome.

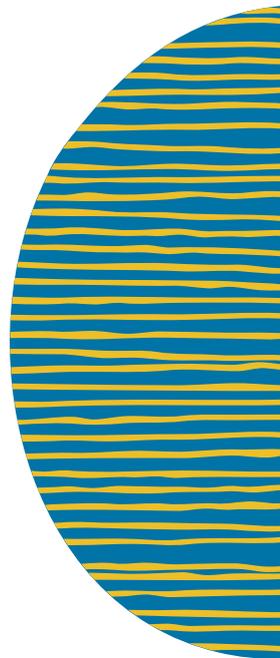
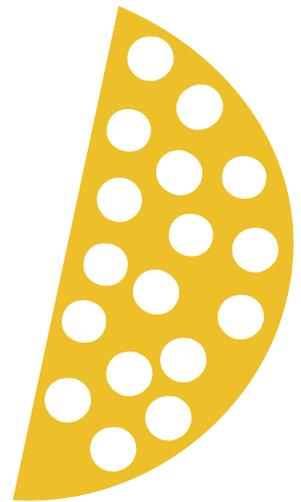
Question 4

Briefly explain mediation. Do you think a mediator would be able to help Aaron resolve the conflict with Sable? Explain your answer.



Summary

- Conflict may arise from disagreement over regular routines and practices due to differing values and expectations.
- People often manage conflict in habitual ways, generally learnt in childhood.
- Not all conflict is negative; it can lead to mutual problem-solving and strengthened relationships.
- Win–win solutions involve finding points of agreement and seeking to satisfy both parties.
- Conflict resolution can be structured around a simple six-step framework.
- Issues that cause concern or conflict must be identified early on and reported to the appropriate people.
- To avoid conflict escalating, it needs to be dealt with as soon as it is noticed.
- A mediator is someone who is not involved in the situation, so they can see things without bias.





Learning Checkpoint 4

Promote understanding across diverse groups

Part A

1. Suggest two ways to promote understanding across diverse groups

2. List three things that can be done to handle an escalating conflict between work colleagues.



Part B

Read the case study, then answer the questions that follow.

Case study

Ken's mother attends a monthly support group and her son Ken plays with the other children while the adults meet in a nearby room. Ken usually plays with a group of boys in a construction or puzzle game. Today he noticed some girls dancing and he saw that their skirts twirl around when they spin. He decides to experiment with the skirts to see how they spin.

Janet, his mother, arrives and is unhappy about seeing Ken in a skirt. Janet grumpily tells Ken to take off the skirt and sit at the door. Janet walks toward Kyrelee, the person responsible for the children and their activities. Janet asks her, "What's he doing in a skirt, are you nuts?"

Kyrelee responds, "Hi Janet, Ken's just seeing how the fabric spins when he dances, but I can see you're upset about this."

Janet says, "You bet I am! Shouldn't he be playing with the blocks and cars instead?"

1. Which of the following statements are social and cultural values you notice Janet expressing? Select all that apply.
 - Boys like to explore different play.
 - Boys and girls should play with different things.
 - Parents should discipline children if they are not concentrating.
 - Only girls should wear skirts.
 - Girls should be playing with the cars.



2. Which of the following statements are correct? Select yes or no for each one.

a. Janet should follow the complaints policy of the organisation with her concerns.	Yes / No
b. If Kyrelee was rude to Janet and called her homophobic and biased, this would be inappropriate behaviour.	Yes / No
c. Kyrelee should handle this complaint. She is responsible for the children and their activities.	Yes / No
d. Janet is being silly and Kyrelee should involve her supervisor straight away.	Yes / No
e. Janet should speak to Kyrelee's supervisor. Kyrelee has been ignorant and irresponsible and should be disciplined.	Yes / No
f. Kyrelee should try to resolve the conflict with Janet. If her efforts are not effective, she should ask a supervisor for support.	Yes / No



Glossary

Accountability

Being responsible for one's actions.

Anti-bias approach

Actions that discourage prejudice, discrimination or bias, encouraging people to explore their similarities and differences.

Barrier/s

Factor/s in a person's environment that, through their absence or presence, limit functioning and create disability.

Belief

An idea that is accepted as true by somebody.

Bias

A feeling of liking or disliking a person or group of people due to a preconceived opinion or prejudice.

Code of ethics

Guiding principles that outline expected ways of behaving or standards of conduct for an individual or organisation.

Conflict

A disagreement of opinions or principles.

Conflict resolution

The process whereby two or more parties reach a peaceful resolution to a dispute.

Consultation

The action of seeking the opinion of others.

Cultural awareness

Being aware of cultural difference and diversity and developing a sensitivity and respect for difference.

Cultural competence

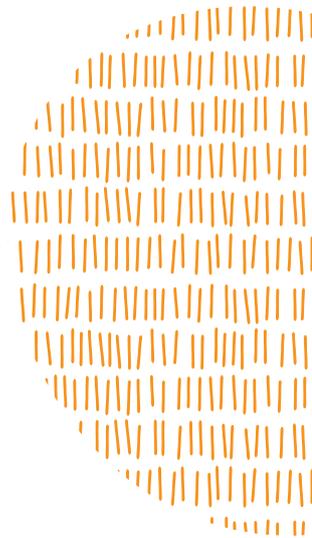
Having awareness, respect and understanding of the cultural diversity around you.

Cultural identity

A person's self-perception of belonging to a social group, such as a particular nationality, religion, ethnicity or social class.

Cultural safety

An environment that is void of power imbalance and where shared respect, shared meaning and shared knowledge of others' experiences is promoted.



Cultural sensitivity

Adopting a non-biased attitude and tolerating other cultural values, opinions, customs and needs.

Culture

The social behaviour and norms found in human societies, which are influenced by race, religion, economic status, family life, health, educational or governmental system of their members.

Discrimination

The act of excluding or treating a person differently based solely on an attribute such as disability, age, gender, race or sexual orientation.

Empathy

The ability to understand, share and identify the feelings of others.

Human needs

Requirements of persons to achieve a level of basic functioning, such as physical needs (shelter and food/water), emotional needs (love and affection) and social needs (a sense of belonging).

Human rights

Fundamental rights and freedoms that apply to all people, setting norms for standards of human behaviour.

Intergenerational trauma

Trauma that is passed from a trauma survivor to their descendants.

Interpreter

A person or technology that translates speech from one language to another to assist another person's understanding.

Marginalisation

A process and/or condition that prevents individuals or groups from full participation in social, economic and political life.

Mediation

A negotiation process where an independent person assists the parties to identify and access options to resolve an issue or conflict.

Migration

Movement of persons from one place to another with the intention of settling, permanently or temporarily, at a new location.

Modelling behaviour

Showing correct behaviour or actions for another person to learn from and copy.

Multilingual

A person or thing able to speak several languages.

Non-verbal communication

The transfer of information or messages through the use of body language and signals.

**Professional association**

An organisation that acts as a peak body or represents a group of people working in the same industry or area of work.

Protective factors

Positive events or actions that lower the likelihood of negative outcomes and reduce the impact of risk.

Reflection

The process of thinking deeply about a particular subject, considering past experiences and learning from them.

Reflective cycle

A process that gives structure to learning from experiences by examining experiences and your reactions to them, and determining how you could do better in future.

Resilience

The ability to manage stress and negative life experiences and to recover quickly from difficult experiences.

Respect

The politeness and admiration towards someone or something.

Self-awareness

Knowledge about your own character, behaviours and feelings.

Six-step framework

A process that follows six steps to manage a conflict situation.

Social and cultural perspectives

Awareness of the kinds of interactions between individuals and their different social groups and the influence these interactions have on the development of the individual.

Social cohesion

The extent of connectedness and amity among groups of people in society.

Trauma

The response to a distressing event or experience that can affect a person's ability to cope and function.

