UNIT INFORMATION

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| **UNIT CODE** | SO352 |
| **UNIT NAME** | Culturally Sensitive and Inclusive Practice  |
| **ASSOCIATED HIGHER EDUCATION AWARDS** | Bachelor of Human ServicesBachelor of Counselling |
| **DURATION** | One Semester  |
| **LEVEL** | Advanced  |
| **UNIT COORDINATOR** | Dr Stephen Beaumont  |
| **TEACHING STAFF** | Rodwell Manzanga  |
| **CORE / ELECTIVE** | Core  |
| **WEIGHTING** | Unit credit points 10 (0.125 EFTSL)Course credit points 240 (3.0 EFTSL) |
| **DELIVERY MODE** | Face to face on siteExternal  |
| **STUDENT WORKLOAD** | *Face to face*Contact hours 35 hoursReading, study and preparation for intensive 55 hoursAssignment preparation 60 hours**TOTAL 150 hours***External* Engagement with study materials 90 hoursAssignment preparation 60 hours**TOTAL 150 hours**  |
| **PREREQUISITES / COREQUISITES /****RESTRICTIONS** | Bachelor of Human Services: 40 credit pointsBachelor of Counselling: CO223 Ethics in Counselling  |

RATIONALE

An awareness and understanding of cultural issues are essential for effective client engagement in the Helping Professions. Counsellors and human services practitioners from across the spectrum often work with diverse groups of people both within Australia and overseas and effective practice requires them to understand and respond to those who differ from them in numerous ways including language, tradition, religion, ethnicity, socio-economic status, gender, sexual orientation, and disability. As such this unit will expose students to the skills and approaches required for practice which is sensitive and inclusive of a broad range of individuals and community groups, taking into consideration Christian worldview perspectives. Special consideration will be given to working effectively with Indigenous children, families, and communities. The negative impacts of racial and economic disadvantage and a series of past government policies, including segregation, displacement and separation of families has contributed to the mistrust held by Aboriginal and Torres Strait Islander people towards government and non-government services and systems. Culturally competent practices and strategies will help ensure cultural competence.

LEARNING DELIVERY PROCESS

This is an internal & external unit, so all learning outcomes will be addressed through the Learning Modules on Moodle available through the CHC website.

There are twelve Learning Modules in SO352 to align with each week of the Semester. In each Learning Module, you will find:

* An outline of the week’s content which you can read. Where available recordings of lectures will be uploaded on Moodle.
* Slides of the key points for that module and how the link to the assessment tasks will be posted regularly.
* Three to four essential readings, podcasts or videos to watch that address the learning outcomes.
* Up to four additional readings, podcasts or videos that provide more background on the topics within the Learning Module or allow you to go deeper if you desire.

**Some guidelines for getting the most out of the Learning Modules:**

* Do the readings. This unit is an advanced level unit that aims to prepare you to work in family support and child protection. The readings have been chosen to maximise understanding and will provide you with a good base to complete the three assessment tasks.
* Work through the Learning Modules in order. SO352 is designed to be completed in order, if you skip weeks you may find you’ve missed something important.
* Focus on the interaction between theory and practice. In this unit we are looking at theory in the context of current and emerging issues families face. You will need to be able to relate “what” is good practice in this field with the “why”.

Ask if you need help. The best way to make contact is by email but recognise that it may take up to 72 hours for you to receive a response.

STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the end of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit contents, materials and assessments.

CONTENT

1. **Cultural Competence:**
	1. Concept of cultural competency across the disciplines.
	2. Rationale for developing cultural competence.
	3. Introduction to assessment and measure of cultural competence.
2. **Defining culture – Subcultures, cultural identity, knowledge and integration:**
	1. Definitions of culture, subcultures.
	2. Cultural identity.
	3. Knowledge and integration.
3. **Hofstede’s Theory of Cultural Dimensions:**
	1. Five dimensions of culture.
	2. Criticisms of Hofstede.
	3. Application of Hofstede’s framework for the helping professions.
	4. Designing Interview Questionnaire.
4. **Models of culturally sensitive and inclusive practice:**
	1. Cultural humility.
	2. Cultural safety.
	3. Cultural competency.
5. **Culturally sensitive assessments:**
	1. Social justice and assessments.
	2. Effective verbal and non-verbal communication styles.
	3. Incorporating scientific inquiry to clinical inquiry.
	4. The use of silence.
	5. Evidence-based intake practices.
6. **Skills of culturally sensitive and inclusive practice:**
	1. The four dimensions of Cultural Intelligence (CQ).
	2. Capability to think strategically about culture and cultural differences.
	3. Knowledge about how cultures are similar and how they are different.
	4. Motivation to function effectively in culturally diverse settings.
	5. Capability to change Behaviour.
7. **Religious diversity, spirituality, faith and inter-faith dialogue:**
	1. The Australian landscape (Major religions).
	2. CALD community groups.
	3. Religion as a cultural value.
	4. How people value their religion.
	5. When religion is negative.
	6. Spirituality versus religion.
	7. Inter-faith dialogue & the human services practitioner.
8. **Inclusive practice with people from Indigenous Australian cultures:**
	1. Indigenous Australian history.
	2. The history of colonisation and its social, economic and psychological effects.
	3. Influences of dominant culture - racism, power and whiteness.
	4. Aboriginal culture – land, Kinship and Identity, spirituality.
	5. Contemporary Indigenous societies.
	6. The role of human service or counselling professionals – skills and personal qualities.
9. **Inclusive practice with members of the LGBTQI+ community:**
	1. Terms and definitions.
	2. Inequalities in helping and health care services to LGBTQI+ populations.
	3. Discrimination.
	4. Safety issues and special consideration for LGBTQI+ clients.
	5. Developing cultural competence in caring for LGBTQI\_ clients.
10. **Inclusive practice with people with a disability (including those experiencing mental illness):**
	1. People with disability in Australia.
	2. Past and present perceptions towards disability.
	3. Changing community attitudes towards greater inclusion of people with disabilities.
	4. Counselling and human services practice for disabled and those affected by disabilities.

LEARNING OUTCOMES

On completion of this unit students will have provided *evidence* that they have:

1. Identified key dimensions of culture using Hofstede’s Theory of Cultural Dimensions.
2. Reflected on their own cultural competency and the implications of this awareness for effective practice.
3. Identified and developed skills and strategies for culturally sensitive and inclusive practice in their field of study (e.g. counselling, human services, or social work) that includes Christian worldview perspectives.
4. Demonstrated culturally sensitive and inclusive practice during a client interview.
5. Discussed experiences and issues faced by members of minority cultures and subcultures within Australian society.
6. Demonstrated knowledge and understanding of the diverse cultural dynamics that exist within Aboriginal families and communities.
7. Written at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.

ASSESSMENT TASKS

**TASK 1: CULTURAL COMPETENCY REPORT**

Using the sample cross-cultural competency self-assessment tools completed in class, critically reflect on the results showing insight and awareness of specific theory driven ways to enhance competency in your intended profession.

Word Length/Duration: 2,000 words

Weighting: 30%

Learning Outcomes: 1-2, 7

Assessed: Week 4

**TASK 2: REPORT ON AN INTERVIEW**

Participate in a respectful and meaningful conversation with a person who identifies with a different primary culture and/or subculture to your own. This should be for a minimum of ~~3~~0 mins and digitally recorded for the purposes of your reflection. A video is not required. Critically reflect on the conversation in terms of theory and skills applied, personal and professional application and Christian worldview perspectives. This report must include a discussion of Hofstede’s Cultural dimensions. A template will be provided in class to structure the reflection.

Word Length/Duration: 1,500 words

Weighting: 30%

Learning Outcomes: 1-5, 7

Assessed: Week 10

**TASK 3: RESEARCH ESSAY**

Explore some of the central characteristics of Indigenous Australian cultures such as Kinship and Identity, the history of colonisation, and influences of dominant culture, the social, economic and psychological effects of colonisation for Indigenous Australians, racism, power and whiteness, contemporary Indigenous societies, and the role of human service or counselling professionals in contemporary contexts.

Word Length/Duration: 2,000 words

Weighting: 40%

Learning Outcomes: 1, 3, 5-7

Assessed: Week 14

ASSESSMENT ELABORATION

**TASK 1: CULTURAL COMPETENCY REPORT**

**Use the following steps to complete this task:**

1. Read the recommended readings for this Topic and any additional readings that you are able to do. There are a range of web-sites and articles for you to use.
2. Choose two or three cultural-competency self-assessment tools provided in class. Copies can also be found on the Moodle Page.

These include:

Take the surveys and record the results where available.

1. An exemplar report can also be found under Moodle Page: Resources for reference.
2. Outline of Report – Please use the following headings.

**Introduction**

 One paragraph that introduces the aims and scope of your paper.

**Findings**

 What did you find? Summarise your results clearly and succinctly.

**Discussion**

 In light of the theory and practice of cultural competency you have researched and were presented in class, critically reflect on your results showing insight and awareness of specific theory driven ways to enhance competency in your intended profession or broadly across the helping professions. This will require you to demonstrate knowledge of the aims and purposes of specific cultural assessments.

**Conclusion**

 Summarise the key learnings from this task with some concise recommendations.

**References**

* Please use a minimum of 5-7 Scholarly references.

**Appendix**

* Copy of your completed surveys.

**TASK 2: REPORT ON AN INTERVIEW**

**Use the following steps to complete your task:**

1. Choose a person who comes from a different culture/sub-culture than your own and invite them to have a discussion around their worldview. Please ensure they understand this is not a counselling or helping session.
2. Using Hofestede’s cultural dimensions model design a simple questionaire that respectfully explores the culture of the person. If the person is well know to you, you may may focus on narrow perspectives, otherwise it can be quite broad. A suggested Interview Guide will also be devloped in Class that you can use.
3. Participate in a respectful and meaningful conversation with a person who identifies with a different primary culture and/or subculture to your own. This should be for a minimum of 20 mins and digitally recorded for the purposes of your reflection. ONLY an audio file is required (NOT a VIDEO) to be submitted with your report.
4. Transcribe the interview.
5. Critically reflect on the conversation in the following ways to prepare your final report:
* Using Hofstede’s Cultural dimensions of culture summarise key learnings about the person.
* Compare and contrast some of their values/beliefs/practices against your own.
* Evaluate any cultural competency knowledge and skills you demonstrated and the relevance to future professional practice
* Explore any challenges you identified with cross-cultural relations and cross-cultural communication
* Evaluate issues concerning cultural conflict, racism, power, and in-equity experienced by this person
1. Format of the Report:
2. Introduction – scope and purpose of the report
3. Background of client – basic demographics and recruitment (e.g. how did you know this person)
4. Method – Discussion on the design of Interview Tool and brief description of interview itself (e.g. where and how is was conducted)
5. Discussion on Results
6. Conclusion – overall summary of findings and indication of how well did you met your objectives.
7. Appendix – Transcript of Interview

***Note:*** This 300 Level task should demonstrate meaningful engagement with a minimum of 12 scholarly sources.

**TASK 3: RESEARCH ESSAY**

The essay asks you to explore some of the central characteristics of Indigenous Australian cultures such as Kinship and Identity and the role of human service or counselling professionals in contemporary contexts.

A number of these characteristics will be discussed in the class and include:

1. The history of colonisation.
2. Influences of dominant culture.
3. The social, economic and psychological effects of colonisation for Indigenous Australians.
4. Racism, power and whiteness.
5. Kinship, land.
6. Contemporary Indigenous societies.
7. Indigenous spirituality and history of Christian missions.
8. Christian worldview.

The student can choose which issues they want to focus on. It is not expected that all these elements are covered in this short 2000-word paper.

The student also has flexibility around the format of the paper, but must use headings which include an Introduction and Conclusion. The paper must give adequate attention to the application of this knowledge to the contemporary role of a human service or counselling professional. In other words, what does a human services worker or counsellor need to know about Australian Indigenous cultures to be able to more effectively work within this context.

The paper should demonstrate engagement with a minimum of 12 scholarly references.

ASSESSMENT ALIGNMENT

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| **Assessment Task** | **Learning Outcomes** | **Content** | **CHC Graduate Attributes** | **PACFA Course****Objectives** |
| **Task 1** | 2,7 | 3,5 | 3, 4 | C |
| **Task 2** | 1,3,4,5,7 | 1,2,6,9,10 | 1, 3, 8 | C, D, F |
| **Task 3** | 3,6,7 | 4,5,7 | 1, 2, 3, 4, 6, 8 | D, E, G, H, I |

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Nil.

RECOMMENDED READINGS

**BOOKS**

Arthur, N. (2018). *Counselling in Cultural Contexts*. Cham, CH: Springer International Publishing

Canda, E.R. & Furman, L.D. (2019). *Spiritual diversity in social work practice: The heart of helping (3rd ed.)*. New York: Oxford University Press.

Cousins, Linwood. (2014). *Encyclopedia of Human Services and Diversity.* Thousand Oaks: SAGE

Fawcett, M.L., & Evans, Kathy M. (2013). *Experiential approach for developing multicultural counselling competence*.

Gaine, C. (2010). *Equality and Diversity in Social Work Practice*. Thousand Oaks, CA: SAGE.

Gill, C.S. & Freund, R.R. (2018) *Spirituality and Religion in Counseling: Competency-Based Strategies for Ethical Practice*, New York, NY: Routledge

Hofstede, G. (2001). *Culture’s consequences: comparing values, behaviors, institutions, and organizations across nations. (2nd ed.)*. Thousand Oaks, CA: SAGE.

Kampfe, C. M., Gaston, B. E. (2015). *Counseling older people: opportunities and challenges*. Alexandria, VA: American Counseling Association.

Klingenberg, A., Luetz, J.M., & Crawford, A. (2018). Mitigating developmental crises for migrants from South Africa: The role and significance of ‘sense of belonging’. *Psychotherapy and Counselling Journal of Australia (PACJA), 6*(1). <http://pacja.org.au/?p=4581>

Nelson, W., Fowler, C.F., Luetz, J.M. (2020). Intercultural Education for Intercultural Competence: A New Kind of Literacy for Sustainable Development, In Leal Filho W; Marisa Azul A; Brandli L; Gökcin Özuyar P; Wall T. (Eds.) *Quality Education.* Cham, Switzerland: Springer Nature.

Orozco, G., Lee, W. M. L., Blando, J., & Shooshani, B. (2014). *Introduction to multicultural counseling for helping professionals (3rd ed.)*. New York, NY: Routledge.

Sue, Derald Wing, Rasheed, Mikal N., Rasheed, Janice M. (2016). *Multicultural social work practice: A competency-based approach to diversity and social justice* (2nd ed.). Hoboken, NJ: Jossey-Bass.

VanDrunen, D. (2010). *Living in God’s two kingdoms: A biblical vision for Christianity and culture*. Wheaton, IL: Crossway Books.

**JOURNALS**

*Journal of Cultural Studies*

*Journal of Cultural Diversity*

**OTHER**

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

RUBRICS

**TASK 1: CULTURAL COMPETENCY REPORT WEIGHTING: 30%**

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|  | **HIGH DISTINCTION** | **DISTINCTION** | **CREDIT** | **PASS** | **FAIL** |
| **Criterion 2** Describe the concept of cultural competency in either human services or counselling contexts based on engagement with relevant literature | Comprehensively evaluated the concept of cultural competence relating to your chosen field | Mostly evaluated the concept of cultural competence relating to your chosen field | Thoughtfully evaluated the concept of cultural competence relating to your chosen field | Provided a satisfactory evaluation of the concept of cultural competence relating to your chosen field | Demonstrated a limited ability to evaluate the concept of cultural competence relating to your chosen field |
| **Criterion 2** Review and discuss the use of cultural competency self-assessment tools in education and training of human services and/or counselling professionals | Excellent understanding of the use of assessment tools expertly explained; outstanding review of models | Good understanding of the use of assessment tools expertly explained; outstanding review of models | Reasonable understanding of the use of assessment tools expertly explained; outstanding review of models | Basic understanding of the use of assessment tools expertly explained; outstanding review of models | Very limited understanding of the use of assessment tools expertly explained; outstanding review of models |
| **Criterion 2** Identify and critically reflect on important aspects of your own cultural competence as identified in the self-assessment tools  | Outstanding engagement with and evidence of high-level critical reflection on aspects of culture competence self-awareness including extensive reference to unit topics.  |  High quality engagement with and evidence of high-level critical reflection on aspects of culture competence self-awareness including substantial reference to unit topics.  | Commendable engagement with & critical reflection on aspects of culture competence self-awareness including some reference to unit topics. | Satisfactory engagement with reflection on cultural competence self-awareness aspects with reference to unit topics. | Limited engagement with or reflection on cultural competence self-awareness aspects with limited reference to unit topics.  |
| **Criterion 7**Communicated at an appropriate tertiary standard regarding expression\*\* (See CHC APA Style Guide and APA Guide 2010 for guidelines) | Communicated at an outstanding tertiary standard throughout with expression that includes appropriate use of relevant academic vocabulary and well-structured sentences, with minimal or no technical errors. Referencing is accurate and consistent. | Communicated at a high-quality tertiary standard through expression that only contains minor technical errors. Sentences are well structured, and vocabulary is appropriate for academic writing. Referencing is consistent.  | Communicated at a commendable tertiary standard through expression that only contains minor technical errors. Sentences are mostly well structured. Referencing information has been provided, with some errors/inconsistencies.  | Communicated at a satisfactory tertiary standard through expression that contains some errors, but they don’t detract from comprehension. Use of simple language. Other people’s ideas are acknowledged.  | Communicated at an unsatisfactory tertiary standard through expression that contains several fundamental errors, including poor grammar and sentence structure. Other people’s ideas have not been acknowledged. |
| **Criterion 7**Communicated at an appropriate tertiary standard regarding incorporating research | Evidence of comprehensive research using credible and relevant sources that are flawlessly integrated throughout the assessment. | Evidence of broad research using credible and relevant sources that enhance ideas throughout the assessment.  | Evidence of sound research using credible and relevant sources that support ideas throughout the assessment. | Evidence of sufficient research using mostly credible and relevant sources that have been linked to the discussion. | Evidence of limited research, or sources that lack credibility or relevance.  |

**COMMENT**

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**TASK 2: REPORT ON AN INTERVIEW WEIGHTING: 30%**

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|  | **HIGH DISTINCTION** | **DISTINCTION** | **CREDIT** | **PASS** | **FAIL** |
| **Criterion 1** Identified key dimensions of culture using Hofstede’s Theory of Cultural Dimensions and applied them to the life context of the interviewee | Outstanding engagement with and connection made between the interview and Hofstede’s Theory of Cultural Dimensions. | High quality engagement with and connection made between the interview and Hofstede’s Theory of Cultural Dimensions. | Commendable engagement with and connection made between the interview and Hofstede’s Theory of Cultural Dimensions. | Satisfactory engagement with and cursory connection made between the interview and Hofstede’s Theory of Cultural Dimensions. | Limited engagement with or connection made between the interview and Hofstede’s Theory of Cultural Dimensions. |
| **Criterion 2** Recognised and reflected upon key aspects of cultures and subcultures in the context of the life interviewee, and considered the implications of this awareness for effective practice  | An insightful discussion which fully explored how the interviewee’s culture would impact on effective practice giving several practical and well-integrated examples of this.  | A solid discussion which explored how the interviewee’s culture would impact on effective practice giving several practical examples of this. | A sound discussion which explored how the interviewee’s culture would impact on effective practice giving practical examples of this. | A satisfactory discussion which explored how the interviewee’s culture would impact on effective practice giving basic examples of this. | Limited discussion on how the interviewee’s culture would impact on effective practice. |
| **Criterion 3** Skills applied personal and professional application and Christian worldview perspectives. | An insightful discussion which forged clear and outstanding links between the conversations with an outstanding integration of Christian worldview perspectives. | An insightful discussion which forged high quality links between the conversations with a strong integration of Christian worldview perspectives. | A discussion which forged sound links between the conversation and a sound integration of Christian worldview perspectives. | A discussion which made satisfactory link/s between discussion and with a basic integration of Christian worldview perspectives. | Limited discussion which made few links to Christian perspectives. |
| **Criterion 4**Demonstrated culturally sensitive and inclusive practice during a client interview | Showing exceptional awareness of any cultural differences, displaying genuine respect and acceptance of any difference; non- judgmental, strives to understand differences from an emic, within culture, perspective. | Showing strong awareness of any cultural differences, displaying genuine respect and acceptance of any difference; non- judgmental, strives to understand differences from an emic, within culture, perspective. | Showing genuine awareness of any cultural differences, displaying genuine respect and acceptance of any difference; non- judgmental, strives to understand differences from an emic, within culture, perspective. | Showing some awareness of any cultural differences, displaying genuine respect and acceptance of any difference; non- judgmental, strives to understand differences from an emic, within culture, perspective. | Showing little awareness, respect or acceptance of any cultural differences, appeared judgmental, lack of understanding differences from an emic, within culture, perspective. |
| **Criterion 5**Discussed and understood experiences and issues faced by members of minority cultures and subcultures within Australian society; | An outstanding and insightful discussion of interviewees’ experiences and issues which demonstrates a high degree of empathy with the interviewee. | An insightful discussion of interviewees’ experiences and issues which demonstrates a well-developed level of empathy with the interviewee. | A discussion of interviewees’ experiences and issues which demonstrates a sound sense of empathy with the interviewee. | A discussion of interviewees’ experiences and issues which gives satisfactory levels of empathy with the interviewee. | Limited discussion of interviewees’ experiences and issues which shows little or no empathy with the interviewee. |
| **Criterion 7**Communicated at an appropriate tertiary standard regarding expression\*\* (See CHC APA Style Guide and APA Guide 2010 for guidelines) | Communicated at an outstanding tertiary standard throughout with expression that includes appropriate use of relevant academic vocabulary and well-structured sentences, with minimal or no technical errors. Referencing is accurate and consistent. | Communicated at a high-quality tertiary standard through expression that only contains minor technical errors. Sentences are well structured, and vocabulary is appropriate for academic writing. Referencing is consistent.  | Communicated at a commendable tertiary standard through expression that only contains minor technical errors. Sentences are mostly well structured. Referencing information has been provided, with some errors/inconsistencies.  | Communicated at a satisfactory tertiary standard through expression that contains some errors, but they don’t detract from comprehension. Use of simple language. Other people’s ideas are acknowledged.  | Communicated at an unsatisfactory tertiary standard through expression that contains several fundamental errors, including poor grammar and sentence structure. Other people’s ideas have not been acknowledged. |

**COMMENT**

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**TASK 3: RESEARCH ESSAY WEIGHTING: 40%**

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|  | **HIGH DISTINCTION** | **DISTINCTION** | **CREDIT** | **PASS** | **FAIL** |
| **Criterion 1**Identified and discussed key characteristics of indigenous Australian cultures | A comprehensive and highly insightful discussion of at least 5 key characteristics of indigenous Australian cultures  | A detailed, insightful discussion of at least 5 key characteristics of indigenous Australian cultures  | Credible discussion of 4-5 key characteristics of indigenous Australian cultures  | Limited discussion of 4-5 key characteristics of indigenous Australian cultures  | Insufficient or non-credible discussion of key characteristics of indigenous Australian cultures  |
| **Criterion 2**Identified and discussed important issues facing Indigenous persons in Australia | A comprehensive and highly insightful discussion of at least 3 important issues facing contemporary indigenous Australian cultures  | A detailed and insightful discussion of at least 3 important issues facing contemporary indigenous Australian cultures  | A credible discussion of at least 3 important issues facing contemporary indigenous Australian cultures  | Limited credible discussion of at least 3 important issues facing contemporary indigenous Australian cultures  | Insufficient or non- credible discussion of important issues facing contemporary indigenous Australian cultures  |
| **Criterion 3**Discuss the role of human service or counselling professions in Indigenous Australian cultures | A comprehensive and highly insightful discussion of the role of human services or counselling professions in indigenous Australian cultures  | An insightful discussion of the role of human services or counselling professions in indigenous Australian cultures  | A credible discussion of the role of human services or counselling professions in indigenous Australian cultures  | Limited discussion of the role of human services or counselling professions in indigenous Australian cultures  | Insufficient discussion of the role of human services or counselling professions in indigenous Australian cultures  |
| **Criterion 4**Applied a distinctively Christian worldview to the theory and practice of culturally sensitive and inclusive practice to Indigenous Australians | An insightful discussion which demonstrates an outstanding integration of Christian worldview perspectives to your reflections concerning your approach to culturally sensitive and inclusive practice. | An insightful discussion which demonstrates a strong integration of Christian worldview perspectives to your reflections concerning your approach to culturally sensitive and inclusive practice. | A sound discussion which demonstrates a sound Christian worldview perspective to your reflections concerning your approach to culturally sensitive and inclusive practice. | A satisfactory discussion which demonstrates a basic integration of Christian worldview perspectives to your reflections concerning your approach to culturally sensitive and inclusive practice. | Limited discussion concerning Christian worldview perspectives. |
| **Criterion 5**Communicated at an appropriate tertiary standard regarding expression\*\* (See CHC APA Style Guide and APA Guide 2010 for guidelines) | Communicated at an outstanding tertiary standard throughout with expression that includes appropriate use of relevant academic vocabulary and well-structured sentences, with minimal or no technical errors. Referencing is accurate and consistent. | Communicated at a high-quality tertiary standard through expression that only contains minor technical errors. Sentences are well structured, and vocabulary is appropriate for academic writing. Referencing is consistent.  | Communicated at a commendable tertiary standard through expression that only contains minor technical errors. Sentences are mostly well structured. Referencing information has been provided, with some errors/inconsistencies.  | Communicated at a satisfactory tertiary standard through expression that contains some errors, but they don’t detract from comprehension. Use of simple language. Other people’s ideas are acknowledged.  | Communicated at an unsatisfactory tertiary standard through expression that contains several fundamental errors, including poor grammar and sentence structure. Other people’s ideas have not been acknowledged. |
| **Criterion 6**Communicated at an appropriate tertiary standard regarding incorporating research | Evidence of comprehensive research using credible and relevant sources that are flawlessly integrated throughout the assessment. | Evidence of broad research using credible and relevant sources that enhance ideas throughout the assessment.  | Evidence of sound research using credible and relevant sources that support ideas throughout the assessment. | Evidence of sufficient research using mostly credible and relevant sources that have been linked to the discussion. | Evidence of limited research, or sources that lack credibility or relevance.  |

**COMMENT**

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