



Australian Government

PSPLAN003 Source information on Deaf culture, and communicate according to Deaf protocol

Release: 1

PSPLAN003 Source information on Deaf culture, and communicate according to Deaf protocol

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to follow a range of Deaf protocols and customs to interact with the Deaf community in a culturally appropriate and sensitive way.

It requires the ability to develop knowledge about the major features of the Deaf community and its culture and values, especially the value of signed languages. This knowledge underpins appropriate interactions with the Deaf community when conversing in Auslan.

This unit applies to individuals who use Auslan to converse with others at any level of proficiency.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Source information on the Deaf community.

- 1.1. Source various definitions of the Deaf community and interpret criteria for membership.
- 1.2. Obtain information on different groups within the Deaf community, including those who are Deafblind to develop a broad understanding of the community.
- 1.3. Identify the role of hearing people in the Deaf community.
- 1.4. Source information on community and advocacy organisations and their role in the Deaf community.
- 1.5. Determine own position within the Deaf community.

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| 2. Obtain information on Deaf community cultural values. | 2.1. Use a range of sources to identify various cultural values of the Deaf community.
2.2. Identify and compare own personal values with Deaf community values to understand different values. |
| 3. Source information on the origin of Auslan. | 3.1. Identify English, Scottish and Irish influences on the evolution of Auslan.
3.2. Identify how sign language was brought to and used in Australia and how the term 'Auslan' was introduced.
3.3. Seek information on the evolution and preservation of Auslan. |
| 4. Source information on the role of signed language in Deaf communities. | 4.1. Identify the value of signed languages in Deaf communities.
4.2. Identify various attitudes within the Deaf community towards manual systems of communication. |
| 5. Use Deaf customs and protocols when communicating with Deaf people. | 5.1. Use terms related to Deafness that comply with Deaf customs.
5.2. Use attention-getting techniques during interactions that comply with Deaf protocols.
5.3. Use Deaf protocols for participating and turn taking in group discussions.
5.4. Use Deaf protocols for interrupting ongoing conversations. |

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	interpret unfamiliar information of varying complexity.
Writing skills to:	produce notes, summarise and record information in basic documents such as information sheets, portfolios and files.
Communication skills to:	ask open and closed probe questions and actively listen to clarify information from others.
Technology skills to:	use a computer, keyboard and the Internet to search for information.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guide -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623>

Assessment Requirements for PSPLAN003 Source information on Deaf culture, and communicate according to Deaf protocol

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- create a portfolio of information on the Deaf community and various cultural values to include details of:
 - the main and generally accepted criteria for membership
 - two issues and two generally accepted cultural values
 - the basic characteristics and roles of two community and two advocacy organisations that exist within or interact with the Deaf community
 - an overview of the history of Auslan and how it has been preserved
 - an overview of value of Auslan in the Deaf community
 - customary definitions of:
 - Deaf
 - deaf
 - Deafblind
 - hearing-impaired
 - hard-of-hearing
 - hearing
 - child of a deaf adult (CODA)
 - people with deaf parents
- participate in two prepared Auslan exchanges, each lasting for a maximum of three minutes, within a group of three signers and cumulatively use appropriate Deaf protocols for:
 - getting attention
 - interrupting an ongoing conversation
 - turn taking
 - asking for clarification and repetition
 - eye contact
 - active listening.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- the main and generally accepted criteria for membership in a Deaf community including:
 - Deafness
 - Deafblindness
 - shared experience with Deafness
 - using Auslan or other sign languages
 - participating in social networks
 - commitment to shared goals
- a range of issues and generally accepted cultural values of the Deaf community:
 - value of education programs including bilingual programs and how Deaf people and their families might choose these
 - value of community and social events
 - attitudes towards cochlear implants
 - attitudes about use of spoken English and choice to use or not use
 - notion of hearing privilege and different manifestations
 - notion of Deaf allies and value of positive interactions to Deaf people
- the basic characteristics and roles of community and advocacy organisations that exist within or interact with the Deaf community:
 - regional and rural social and sporting groups
 - special interest groups including those for women, youth and senior citizens
 - religious groups
 - Australian Sign Language Interpreters' Association (ASLIA)
 - state and territory Deaf societies
 - educators and other professionals
 - Deaf community organisations
- key points about the history of Auslan and how it has been preserved
- value of Auslan in the Deaf community
- key features of manual systems of communication
- the existence of and basic overview of Deafblind communication modes including tactile Auslan, tactile fingerspelling and visual framing
- terms and labels related to Deafness, their general meaning and customary use in the community:
 - Deaf or deaf
 - Deafblind
 - hearing-impaired
 - hard-of-hearing
 - hearing
 - child of a deaf adult (CODA)
 - people with deaf parents
- protocol when first meeting another person (Deaf or hearing); questions to expect and how to introduce them to others
- a range of attention-getting techniques and associated Deaf protocols for:

- touching
- use of lights
- use of vibration
- use of movement
- appropriate Deaf protocols for discussions with Deaf people including those for:
 - participating in group discussions
 - interrupting an ongoing conversation
 - turn taking
 - asking for clarification and repetition
 - eye contact
 - active listening
 - using sign names in a culturally appropriate and sensitive way
- how protocols would vary according to different communication circumstances to include:
 - personal discussions with family and friends
 - social and community discussions with familiar and unfamiliar people
 - discussions in the learning environment with teaching staff and learners
 - workplace discussions with co-workers and clients.

Assessment Conditions

Auslan skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan exchanges.

Assessment must ensure use of:

- computers and the Internet to search for information
- proficient Deaf signers who participate in Auslan exchanges.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years' experience in interacting with the Deaf community.

Links

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