CHCDIS005
Develop and provide person-centred service responses
Release 1

Learner guide

Version control and modification history

Version	Release date	Modification
Release 1, version 1.1	April 2017	First release
Release 1, version 1.2	January 2019	Minor corrections as part of our continuous improvement program

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All websites referred to in this unit were accessed and deemed appropriate at time of publication.

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Contents

Before you begin

This learner guide is based on the unit of competency *CHCDIS005 Develop and provide person-centred service responses*, Release 1. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: www.training.gov.au.

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. The features of this learner guide are detailed in the following table.

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 and case studies	▶ Examples of completed documents that may be used in a workplace are included in this learner guide. You can use these examples as models to help you complete practice tasks and learning checkpoints. ▶ Case studies 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.
Video clips	▶ Where QR codes appear, learners can use smartphones and other devices to access video clips relating to the content. For information about how to download a QR reader app or accessing video on your device, please visit our website: www.aspirelr.com.au/help
Summary	▶ Key learning points are provided at the end of each topic.
Learning checkpoints	▶ There is a learning checkpoint at the end of each topic. Your trainer will tell you which learning checkpoints to complete. These checkpoints give you an opportunity to check your progress and apply the skills and knowledge you have learnt.

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.

The following table outlines specific foundation skills noted for your learning in this learner guide.

Foundation skill area	Foundation skill description
Learning	▶ Understanding your job role, organisational procedures and legal responsibilities ▶ Managing your work and seeing how well you are going and making goals for yourself at work ▶ Seeking professional development opportunities for continuous improvement
Reading	▶ 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	▶ Planning, drafting and writing reports and documents ▶ Communicating through written letters, email and online ▶ Recording progress; reporting incidents
Oral communication	▶ 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	▶ Calculating costs, weights, measurements of height and distance ▶ Interpreting measurements
Teamwork	▶ Working well with other people by cooperating, collaborating, encouraging and building rapport
Planning and organising	▶ Planning your workload and commitments ▶ Implementing tasks ▶ Completing work on time ▶ Knowing how to deal with hazards and risks
Making decisions	▶ Understanding and applying decision-making processes ▶ Reviewing the impact of your decisions
Problem-solving	▶ Identifying problems ▶ Working out how to fix a problem using problem-solving processes and reviewing the outcome
Innovation and creation	▶ Recognising opportunities to develop and apply new ideas ▶ Generating ideas by thinking of new ways to do something ▶ Making suggestions to improve work

Foundation skill area	Foundation skill description
Technology and digital literacy	▶ Efficiently using digitally based technologies and systems correctly and safely ▶ Accessing, organising and presenting information ▶ Using equipment correctly and safely

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 outcomes	Rate your confidence in each section
Topic 1 Work with the person to develop and implement person-centred responses	1A Collaborate when developing responses to meet the person's aspirations, needs, rights and preferences	☐ Confident ☐ Basic understanding ☐ Not confident
	1B Ensure support information is accurately recorded, maintained and applied to future support activities and responses	☐ Confident ☐ Basic understanding ☐ Not confident
	1C Develop responses that cater to individual differences, rights, needs and preferences	☐ Confident ☐ Basic understanding ☐ Not confident
	1D Communicate needs of a person to appropriate people	☐ Confident ☐ Basic understanding ☐ Not confident
	1E Make appropriate resources available	☐ Confident ☐ Basic understanding ☐ Not confident
	1F Seek services from other workers or agencies as required	☐ Confident ☐ Basic understanding ☐ Not confident
	1G Maintain documentation and communicate in accordance with organisation procedures	☐ Confident ☐ Basic understanding ☐ Not confident

Topic	Key outcomes	Rate your confidence in each section
Topic 2 Review and monitor person-centred responses	2A Consult with others when reviewing and measuring the effectiveness of meeting the person's needs	☐ Confident ☐ Basic understanding ☐ Not confident
	2B Identify and take action to improve areas that have not met the person's needs and preferences	☐ Confident ☐ Basic understanding ☐ Not confident
	2C Ensure changes to service delivery are within policy and budgetary frameworks	☐ Confident ☐ Basic understanding ☐ Not confident
	2D Modify aspects of service delivery to meet changing service requirements and needs of the person	☐ Confident ☐ Basic understanding ☐ Not confident
	2E Identify potential training opportunities for the person to meet their changing needs	☐ Confident ☐ Basic understanding ☐ Not confident
	2F Ensure changes are within procedural and legislative requirements and maintain high standards of delivery	☐ Confident ☐ Basic understanding ☐ Not confident
Topic 3 Provide service delivery within a quality framework	3A Follow procedures for service delivery in line with an organisation's quality system	☐ Confident ☐ Basic understanding ☐ Not confident
	3B Identify barriers that may impact service delivery and refer to supervisor	☐ Confident ☐ Basic understanding ☐ Not confident
	3C Review procedures for service delivery to reflect best practice and legislative changes	☐ Confident ☐ Basic understanding ☐ Not confident
	3D Review procedures for service delivery to reflect the needs of the person	☐ Confident ☐ Basic understanding ☐ Not confident

Topic 1

In this topic you will learn how to:

1A Collaborate when developing responses to meet the person's aspirations, needs, rights and preferences

1B Ensure support information is accurately recorded, maintained and applied to future support activities and responses

1C Develop responses that cater to individual differences, rights, needs and preferences

1D Communicate needs of a person to appropriate people

1E Make appropriate resources available

1F Seek services from other workers or agencies as required

1G Maintain documentation and communicate in accordance with organisation procedures

Work with the person to develop and implement person-centred responses

As support workers, good relationships are the basis of our ability to provide excellent services. Current best practice approaches to service delivery involve working collaboratively and developing person-centred responses. In practice, this means understanding ourselves and our roles as partners with the person. While in the past, service providers were seen as the experts who provided services to people (according to what they thought was needed), we now recognise that our role is to work with people, who are the experts on their own lives.

Working this way not only empowers people and upholds their rights, it is richly rewarding for us, as we support people with support needs to meet and exceed their goals. This topic introduces you to some of the underlying values, rights and approaches that you need to work collaboratively and in a person-centred manner.

1A Collaborate when developing responses to meet the person's aspirations, needs, rights and preferences

As a support worker, you will provide services as part of a team. Effective service provision is offered in collaboration with the person, their family and carers and other relevant individuals. Working from this understanding supports the recognition of the person's rights, needs and abilities as the expert in their own care. A collaborative approach is important to ensure that the person's individual aspirations, needs, rights and preferences are heard, valued, respected and acted upon.

This topic addresses some key values and approaches that underpin the provision of best service and care.

Collaboration

Providing support services is a collaborative endeavour. By viewing people as part of a wider context of family, carers, friends and other individuals, you can draw upon everyone's experience, insight and assistance. Services that are provided collaboratively reflect an awareness of people's contribution to society, and value relationships. Additionally, working collaboratively ensures that services are provided efficiently and thoroughly.

In your everyday work activities, you will have the opportunity to work collaboratively with many individuals and groups, as outlined below.

People with support needs

These are the most important people to collaborate with in your work, as it is your job to promote and support their needs and goals. Take time to get to know people individually and to actively value and uphold their choices, preferences, needs and goals.

Families and/or carers

Families and carers are important collaborators, as strong, healthy family relationships contribute to people's health and wellbeing. Additionally, family members' and carers' needs, goals and preferences also need to be considered and respected.

Colleagues

Your colleagues (including supervisors and managers) are important collaborators to ensure that individuals receive the best possible care and support. Your colleagues may have additional expertise, resources and knowledge that can add to your own, but keep in mind privacy and confidentiality.

Experts

At times, you will need to collaborate with experts to help fulfil a person's goals. This may include additional service providers, specialist health professionals, expert suppliers and your professional associations and networks.

Friends

Supportive social relationships promote individual health and wellbeing. When appropriate, you can collaborate with people with support needs and their friends to improve their social inclusion and access.

Community members

People with support needs are valued members of their communities. Collaborating with community members and groups to improve access and inclusion is a vital aspect of your job.

Principles of a person-centred approach

A person-centred approach to service provision sees the person as the expert in his or her own life. Your job is to assist the person to reach their goals, not to impose your ideas, values and assumptions onto the person. A person-centred approach is based on getting to know each person individually and taking time to learn their individual preferences, needs, goals and contributions.

Some of the key principles of a person-centred approach include asking questions, listening and modelling respect and empathy. They also encompass valuing relationships, diversity and individual differences and preferences. It is important to value and support everyone's contributions and choices.

The principles of a person-centred practice include:

▶ respect for individuality, diversity, difference and ability
▶ treating the person as a whole, not focusing on perceived 'problems'
▶ working with respect, compassion and empathy
▶ collaborating with other individuals or services to provide the best possible care
▶ empowering the person and recognising them as the expert in their own lives
▶ being led by the person, their choices and goals.

Empowerment

As a community services professional, your job involves supporting people using an empowerment approach. Empowerment is when people take control of their own lives. Many people in receipt of support services are vulnerable because of their care needs and as a result of myths and stereotyping that can occur.

Your approach to your work should always be done as if you are imagining you are trying to 'do yourself out of a job'. If your focus is to provide information, resources and support to assist people to build capacity, gain confidence and take control of their lives, then you will always be working to uphold people's rights through an empowerment approach.

Here are some tips to help you develop an empowerment practice.

Reflect on your practice

▶ Ask yourself, 'Did I provide services in ways to do myself out of a job?' If you answered 'no', you need to ask yourself why. Check your approach to your work.

Empathise

▶ Think about how you would want to be treated if you were in a role reversal with the person you support. Would you want people providing support in ways that stripped you of your dignity and personal control over your own life? If you answer 'no', then think about how you can change your practice.

Find a mentor

▶ Talk to your supervisor and ask them to mentor you to build the skills to work from an empowerment model. Make a meeting time to meet regularly with your supervisor to discuss how you handled situations. Be honest — especially with yourself.

Principles of empowerment

An empowerment approach involves providing information, resources and support to assist people to build capacity, gain confidence and take control of their lives. The principles involved include:

▶ promoting independence and decision-making

▶ ensuring access to information

▶ ensuring that the person can communicate in a way that reflects their communication and cultural needs

▶ respect for diversity, difference and an individual's choices, preferences and goals

▶ being flexible and responsive to each individual's needs and goals

▶ supporting each person to realise their full potential as valued members of the community.

Rights-based approach

Under Australian and international law, every individual is recognised as having a series of rights (called 'human rights') that they are entitled to at all times, and in all circumstances. As a service professional, your job involves recognising, upholding and promoting the rights of each person. This is commonly called taking a 'rights-based approach' to your work practices.

Here are some of the fundamental human rights on which you will base your work.

Basic human rights
▶ Equality
▶ Freedom of religion and conscience
▶ Liberty and security
▶ Protection from torture
▶ Freedom from discrimination and abuse
▶ Privacy and confidentiality
▶ Freedom of thought and expression
▶ Freedom of movement
▶ Contribution to public life
▶ Protection from cruel, inhuman or degrading treatment
▶ Self-determination

Person-centred practice

The values of collaboration and empowerment and working in a rights-based, person-centred manner lead to the development of a person-centred practice. These values and practices need to underpin all of your activities as a service professional as you work to support the rights, values and goals of people with support needs.

You can always improve upon your person-centred practices. Regularly reflecting upon your work activities can help you identify where you can make improvements.

Good questions for self-reflection on your person-centred practice:

▶ Do I know the person's needs, goals, preferences and aspirations?

▶ Do I ask for consent for all actions?

▶ Do I use good listening skills?

▶ Do I encourage feedback, suggestions and support from others?

▶ Do I foster a sense of belonging?

▶ Do I actively support relationships?

▶ Do I encourage collaboration?

▶ Have I recently checked to see if the person's needs, goals, preferences and aspirations have changed?

Strengths-based approach

It is important to take a strengths-based approach to providing services. Each person has individual capabilities, strengths and capacities that we can focus on and support, rather than only concentrating on problems and concerns. This approach is focused on empowering the person, recognising and supporting their choices, goals and aspirations.

By supporting a person's strengths, we are not ignoring their needs or concerns. Rather, we are using their strengths as a means to provide support sensitively and in a holistic way that empowers the person as a valued and respected individual, not a constellation of 'problems' or needs.

Here is a comparison between a strengths-based approach and one based on perceived problems.

Strengths-based approach

▶ Recognises and celebrates achievements, choices, capabilities and what is present

▶ Acknowledges challenges, but does not define someone by them

▶ Sees the person as an individual and supports what works for them

▶ Supports empowerment and collaboration

▶ Adapts responses and practices to support the person's changing needs and goals

▶ Supports the person's human rights

'Problem'-based approach

▶ Concentrates on rigid definitions of 'normalcy', does not encourage individual choices and focuses on what is absent

▶ Defines the person by their challenges and as part of a category

▶ Supports rigid processes, disempowers people and supports top-down service provision

▶ Does not offer flexibility in providing individualised services

▶ Does not support the person's human rights

Access and equity

A commitment to access and equity for all people is a fundamental aspect of social justice. In your job as a service professional, you have the capacity to profoundly support peoples' right to equal treatment and to equal access in very practical ways. Fundamentally, by working collaboratively, you are promoting greater access and equity by supporting people's active participation in their own care and empowering their decision-making in matters that affect their lives.

Here are some of the ways that you can promote the access of equity of a person with care needs.

Supporting access and equity

Support the person's access to employment and to contribute to their communities.

Support the person's access to appropriate services and programs.

Ensure that the person has the material resources to participate in the community.

Support people to make their own decisions and to participate fully in all aspects of life.

Actively promote the communication and recognition of individual rights, capabilities and strengths.

Model respect, empathy and appreciation of diversity and individual differences.

Example

Person-centred care

Kylie knocks on a door, which is opened by Kadira, for whom she is acting as a new support worker. Kylie states her name clearly and explains where she is from, reminding Kadira of their appointment. Kadira is wearing dark glasses and a medical alert badge that says 'I have low vision'.

Kadira shows Kylie in to her kitchen and offers some tea. Kylie accepts and gets out her paperwork as Kadira deftly makes tea, knowing where everything is located. As they both settle at the kitchen table, Kylie thanks Kadira for the tea and compliments her on her home. Kadira smiles, but doesn't say much. Kylie takes her time, making small talk and building rapport as they sip tea together. Before long, Kylie notices the large pile of CDs on the bench and they begin to talk about music.

Kadira opens up and they are soon both laughing and sharing music recommendations. Kylie now starts to ask Kadira about herself, her goals and what she would like out of their work together. As she listens, Kylie takes a few notes and reflects back what she hears from Kadira, offering confirmation that she is being heard and offering supportive words. While Kadira was initially hesitant about expressing herself, Kylie's gentleness and willingness to listen has been encouraging.

Kylie makes a clear statement that she recognises Kadira's capability and she is only here to help Kadira reach her goals. She will support Kadira to make her own decisions about the care and support that she needs. Kylie makes it clear that Kadira is in charge, and that she is looking forward to supporting Kadira in any way that she can. She asks Kadira if she feels comfortable about them working together in the future. Kadira nods and they both lean over the table, getting to work.

Practice task 1

1. In delivering person-centred support, with whom will you be collaborating?

2. What attitude do we express towards people by using a person-centred approach?

3. What kinds of rights underlie a rights-based approach to service delivery?

Click to complete Practice task 1

1B Ensure support information is accurately recorded, maintained and applied to future support activities and responses

Your ability to provide appropriate, effective support for people relies on good information. The most crucial information comes from the person themselves. Information about a person's needs, preferences, aspirations and goals change over time and you need to ensure that you keep up-to-date. Additionally, you need to ensure that you manage this information in a way that ensures effective services are provided to each individual.

Below is a summary of a process that you can use to check whether you are managing information correctly.

A basic process to manage support information correctly

Know your workplace

Every workplace has policies and procedures regarding recording, maintaining, storing and applying information. They specify where information needs to be placed, how often it is reviewed and how to activate appropriate responses. Make sure that you are familiar with your workplace's specific policies and procedures and that you follow them at all times: this will ensure that people receive appropriate support.

Ask questions

You can only gain good information by asking. In person-centred practice, we do not make assumptions; make sure that you properly inform people and support their decision-making. Creating strong bonds that form a safe space ensures that people are able to communicate fully.

Check and re-check

People's needs, goals and preferences change over time, so you need to regularly check in to see if anything has changed. This applies to taking information in the first instance also: always confirm what you have heard someone say and ensure that you are accurately listening.

Take responsibility

As part of your professional ethics, take responsibility for ensuring that people's support needs are met. This may involve monitoring and checking your workplace's procedures to ensure that they are effectively meeting people's needs. Do not just rely on established procedures: take the time to check that they are working and contribute to improving these procedures as required.

Example

Information management

Maria is meeting with José, in a coffee shop. José's previous support worker, Gary, retired last week and Maria is acting as their new support worker.

After ensuring that José is comfortable and ordering, Maria begins by telling José a little about herself and her role. She reaches into her bag and pulls out José's progress notes, asking him if it is okay to take notes during their meeting.

José looks a little uncomfortable and mentions that Gary never took notes. Maria smiles and assures him that she is only recording information to ensure that she can provide him with the support that he needs. She explains that everything is kept confidential and nothing will be shared without his consent.

José agrees, and Maria begins asking him open questions about himself. As José speaks, Maria discreetly makes notes as she listens.

Two hours later, Maria is back in the office reviewing her notes from her meeting with José. Her notes remind her that José wants to socialise more, but accessing transport is difficult for him. She circles this point and brings up José's file on her computer, ready to see how she can help.

Practice task 2

1. What is the best source for information about a person's needs?

2. How do you record support information accurately and effectively?

3. What are some of the likely consequences if support information is not recorded and maintained accurately?

Click to complete Practice task 2

1C Develop responses that cater to individual differences, rights, needs and preferences

In a person-centred approach, each person is the expert when it comes to managing their own life. While all people share fundamental rights that need to be upheld, every person has individual differences, needs and preferences that inform your provision of support services. Seeing each person as an individual who requires individualised service responses not only empowers them and upholds their rights, it ensures that resources are assigned appropriately, depending on need. This avoids wastage, doubling-up on services and ensures that people's needs are addressed in a timely manner.

To develop individualised responses, you need to reflect on each person's individual case. Here are some questions that you could use for this self-reflection.

Checklist for individualised responses:

▶ Have I asked the person about their needs, goals, preferences and aspirations?

▶ Do I have all the knowledge that I need about the range of supports available?

▶ Do I provide the person with informed, relevant choices and options?

▶ Do I encourage feedback, suggestions and support from others?

▶ Have I recently checked to see if the person's needs, goals, preferences and aspirations have changed?

▶ Do I regularly review each individual's supports to ensure that they are fulfilling their needs?

▶ Are each person's rights being upheld?

▶ How can I improve my skills, knowledge and expertise to better support each person?

Example

Individualised responses

Carly is meeting with Anh, her supervisor, in their weekly supervisory meeting. Carly is discussing Liz, who has significant physical challenges and has expressed a desire for more independence. Carly is giving a short account of Liz's living situation.

'Liz has limited movement in her legs, so she uses a wheelchair to travel anything further than a step or two. She's living with family at the moment, who drive her where she needs to go and provide a lot of care. This is great, but Liz really wants some more independence. I would like to support her to get out on her own. She's also mentioned that she's a bit lonely'.

Anh looks down at Liz's file and notices her address. 'There's an access bus that runs right past her house twice a week. It is run by the aged care facility down the road. We could see if they would be willing to transport Liz?'

Carly frowns. 'Aged care? Liz is only 19. I think we need to find a solution that would connect Liz with other people closer to her own age. She loves reading. How about we see if the local library has any activities that she might like? We could book a specialist taxi and see about funding for Liz's transport?'

Anh and Carly both smile and excitedly begin discussing ideas for Liz's individualised response.

Practice task 3

1. Name three reasons why we develop individualised responses to a person's support needs.

    .   ...

    .   ...

    .   ...

    .   ...

2. Why do you need to regularly review your responses to a person's service needs?

    .   ...

    .   ...

3. Why do you need to self-reflect on each person's case?

    .   ...

    .   ...

Click to complete Practice task 3

1D Communicate needs of a person to appropriate people

At times, part of your job role will involve mediating, or communicating a person's needs to other people. Depending on the circumstances, you may need to communicate a person's needs to family members, carers, medical professionals, colleagues, external service providers or others who are directly involved in their supports.

However, before sharing any information with any other person, you need to ensure that this information sharing is appropriate. Here are some of the considerations that you need to make before communicating a person's needs to another.

Clarify the message

▶ To communicate a person's needs, you need to have a very clear understanding of them. Before communicating to others, make sure that you clarify the message that you need to communicate with the person themselves. Take some time to ensure that you have researched any information that you may need (for example, alternative solutions and available resources) and have a clear, concise message in mind. You may like to write it down, or use notes to ensure that nothing is omitted.

Privacy and confidentiality

▶ Privacy and confidentiality concerns must be assessed before sharing personal information. Always ask for consent before sharing information. Refer to your workplace's privacy policies and procedures and/or your professional codes of ethics. If in any doubt, check with your supervisor.

Need to know

▶ A person's information should only be shared for specific purposes. Before sharing information, ask yourself whether the other person needs to know the information. How will this help the person with support needs? What is the purpose of sharing this information?

Communication strategies

▶ Depending on the information being shared and the intended audience, you may need to adjust your communication strategy. Consider the most effective way to communicate (such as in person, in writing), the other person's needs (such as any access needs) and remember to demonstrate respect and empathy. Be sensitive to the other person's values, needs and opinions and express your appreciation of their contribution. Effective contribution is two-way, so ask for feedback.

Example

Communicate sensitively

Liz and Carly have been working together to improve Liz's access to the community. Liz's mother usually drives her where she wants to go, but it is quite an effort to transport Liz and her wheelchair. Liz feels bad asking too often, and doesn't get out of the house nearly as often as she'd like.

Carly has been supporting Liz to gain more independence and social contact and they have created a plan together. Liz has been hesitant about telling her mother, as she's worried that her mother will feel rejected. 'My mum's always been there for me and I don't want her to think that I'm not grateful. I'm not sure how to tell her.'

Carly smiles reassuringly. 'Then we'll work it together.'

A few days later, Carly is visiting Liz in her home and they've worked out a communication plan to tell Frida, Liz's mum. Liz is looking nervous, and Frida looks worried.

Carly greets them both. 'Frida, it's so nice to see you. Liz and I have some exciting news that I hope you'll be pleased about.'

Liz flushes and looks away. Carly continues. 'Liz has asked me to explain our plan.' Carly looks at Liz, who nods. Frida looks between them both.

'We'd both really value your input, Frida. Liz is so grateful for your care, but she'd like to connect with people her own age a bit more.' Frida looks more worried.

'I see that you look a little concerned, Frida. But this change is what Liz wants.' Liz nods.

'We've been in touch with the local library. They have a young person's reading group on Saturday afternoons. Liz wants to try it. She's also going to volunteer to read to kids on Saturday mornings. We've accessed some funding that will pay for cab charges to and from the library and we can book a specialised taxi. I know the driver: he's great. What do you think?'

Liz looks warily between Carly and her mum. Frida smiles and says, 'I think it's a great idea!'

Practice task 4

1. Who are some of the people to whom you may need to communicate a person's needs?

2. How do you determine if someone is an 'appropriate person' to whom to communicate a person's needs?

3. Which fundamental right do you need to consider when communicating to others?

Click to complete Practice task 4

1E Make appropriate resources available

Each individual has specific needs and requirements to meet their goals. As a support worker, a large part of your job involves ensuring that people have access to the resources that they need. To do so, you need to know the range of resources that are available, where to access them and how to match them to each person's specific needs. Importantly, once a need has been identified, you need to make the appropriate resource available as soon as possible.

Here is some more information about the range of resources that you can match to people's needs.

Appropriate resources
▶ Physical access resources (for example, ramps and mobility aids)
▶ Communication access resources (for example, communication aids and translation services)
▶ Information resources (for example, pamphlets, websites)
▶ Other services and programs (for example, specialist programs or services that have other resources to your own)
▶ Experts (for example, occupational therapists or other allied health professionals and counselling services)
▶ Financial resources (for example, accessing additional funding or helping people access financial resources)

Example

Obtain resources

Matt is feeling frustrated. He is Jon's support worker and is new to the job. Jon is in hospital, recovering from a fall in the shower. Luckily, Jon was not badly hurt, but Matt has undertaken a risk assessment of Jon's home and found that he needs a number of adjustments made to assist him to move around safely.

Corinne, Matt's co-worker, notices Matt's frustration and asks if she can help. Without identifying a specific person or mentioning private information, Matt outlines the situation. 'The person needs to be able to move around safely, especially in the bathroom. He'll be out of hospital in a couple of days and I need to get something installed right away. The usual processes will take too long!'

Corinne agrees. 'Let's go see the boss. We can at least get some suction grab rails put up in the shower and some bath mats put down on the floors. The boss will approve a full assessment, but let's both make sure that we have something in place before the person gets back home.'

Practice task 5

1. Name three types of resources that you may need to make available to people with support needs.

2. How do you determine if a resource is 'appropriate' for a person with support needs?

3. What can you do if your workplace does not have the resources available that a person needs?

Click to complete Practice task 5

1F Seek services from other workers or agencies as required

Working collaboratively involves seeking assistance from others when required. Often, a person's support needs will fall outside of your job description or beyond the resources that your workplace has available. When this occurs, it is part of your duty of care to ensure that the person gets the services they need.

Your colleagues, supervisors, professional networks, community groups, other service providers, government bodies and businesses all may be able to provide information, services or resources that the person needs. While some cases may involve making a phone call, a funding request or appointment with another professional, you will need to follow specific referral processes in other cases.

To be able to help people obtain appropriate services, you need to be informed and to maintain good professional relationships, as discussed below.

Tips for maintaining good professional relationships
Know what is available Research what services are available in your locality, your state/territory and nationwide. Your colleagues are great information sources.
Make connections Join forums, sign up for newsletters and network, wherever possible. Personal connections by phone or email can speed up referral processes.
Stay informed and in touch Regularly check your contacts to ensure that they are up-to-date and research new services and resources.
Document and follow procedures Follow your workplace's referral procedures and document your actions. If you find a particularly helpful contact or resource, let your colleagues know.
Help others Be willing to help others, as good relationships are based on mutual assistance and goodwill.

Use services, agencies and networks

As a support worker, you need to be able to access and use the services, agencies and networks available to help people with support needs achieve their goals. This involves being thoroughly informed about the range of services and agencies available in your locality (in your local area, state/territory and nationwide), as well as being familiar with the processes involved in accessing and using these services. In many cases, you will be the mediator between the person and external services, so you need to expedite the process to ensure that they receive the appropriate supports. Creating and maintaining strong relationships with your professional networks is a vital skill in this area.

For example, some people may need specialist aids, equipment and devices that can be costly and require an assessment by a doctor, physiotherapist or occupational therapist to ensure that the right aid and/or modification is/are used.

Each state and territory has programs to support people needing specific aids and modifications, as outlined below.

Australian Capital Territory	You can read more about the Aids and Equipment Program at the following site: ▶ http://aspirelr.link/aids-equipment-act
New South Wales	You can read more about the Aids and Equipment Program at the following site: ▶ http://aspirelr.link/aids-equipment-nsw
Northern Territory	You can read more about the Aids and Equipment Program at the following site: ▶ http://aspirelr.link/aids-equipment-nt
Queensland	You can read more about the Aids and Equipment Program at the following site: ▶ http://aspirelr.link/aids-equipment-qld
South Australia	You can read more about the Aids and Equipment Program at the following site: ▶ http://aspirelr.link/aids-equipment-sa
Victoria	You can read more about the Aids and Equipment Program at the following site: ▶ http://aspirelr.link/aids-equipment-vic
Western Australia	You can read more about the Aids and Equipment Program at the following site: ▶ http://aspirelr.link/aids-equipment-wa

Example

Networks and agencies

Justin is sitting at his desk, dialling his phone.

'Hi, is this the employment service? Great. My name is Justin and I'm a community services support worker in the local area. I am looking for assistance in placing an individual in part-time employment, and was wondering if you could help me?'

Justin makes notes as he listens. 'Yeah, good. I was given your number by a colleague who said that you had helped her place an individual with an intellectual disability last year? Oh, wonderful! I am assisting a young person who is very keen to enter the workforce. She has an intellectual disability and needs the right workplace that will recognise what she has to offer.'

He pauses and smiles. 'Oh, she is great with people. Really friendly and willing to have a go. A coffee shop? I hadn't thought of that … Oh, you had somewhere in mind? I would need to check it out and speak to the manager … They've hired people with special needs before? Perfect! Can you give me the contact name and number?'

Practice task 6

1. Where might external support agencies be located?

2. What are two roles that you might play in seeking external services for people with support needs?

3. Name three things that you can do to help a person with support needs access services from external agencies?

Click to complete Practice task 6

1G Maintain documentation and communicate in accordance with organisation procedures

Your workplace will have a strict set of policies and procedures that need to be followed at all times regarding maintaining documentation. In general, all your interactions and activities need to be documented to ensure that appropriate care is being followed, that actions can be tracked and that other stakeholders are informed. You will also need to follow your workplace's communication channels appropriately, including communicating to your supervisor, attending workplace meetings and following correct referral processes.

Some of the most common workplace documentation types are discussed below.

Individual plans

Sometimes called 'Individual service plans', each person will have a planning document where all the information regarding their needs and goals are recorded, as well as contact information. Importantly, these plans will also record the current supports being offered and document all interactions. These plans need to be updated thoroughly and frequently and be stored carefully, according to your workplace's privacy policy.

Forms and templates

Many of your workplace activities and processes will involve filling out specific forms and templates such as referral forms, hazard and injury reports, funding/resource request templates and service applications. These will be provided at your induction into the workplace and will be located with your workplace's policies and procedures.

Knowing which form/templates to use in a given circumstance and knowing how to fill out the form/template correctly are vital aspects of everyday work practices.

Always be sure to ask your supervisor if you need more information.

Policies and procedures

Your workplace's policies and procedures are your primary guide to your workplace and its activities. While you will be provided with these documents at your induction into the workplace, you need to be responsible for familiarising yourself with them and for keeping up-to-date with any changes. Make sure that you know where these documents are located (both the electronic and hard copies) to ensure that you can access them quickly and efficiently.

Feedback and reviews

All workplace policies and procedures are subject to continuous improvement processes. This means that all workplace activities, policies and procedures are expected to change as they are assessed for their effectiveness and adapted as needs and circumstances change.

Your experience and expertise are vital to improving your workplace practices and you need to comply with all your workplace's reviewing procedures. While this involves regular, scheduled reviewing procedures, you can contribute directly by providing feedback whenever you think that something is not working effectively or is not meeting a person's needs, for example.

Make sure that you know the appropriate channels for providing feedback and that you do so in a time frame that is appropriate (e.g. you need to report a WHS hazard immediately).

Your notes

For some work activities, such as home visits, self-reflection and professional development activities, you may take personal notes. When using personal notes, make sure that you transfer appropriate information to official workplace documentation (when relevant) as soon as possible, to avoid mistakes and omissions.

Make sure that your notes are kept secure, in case they contain private or confidential information. Additionally, make sure that your note-taking is done systematically and clearly, as you may need to refer back to them at a later date. Illegible writing, unclear file-naming or disorganised notes can prevent good communication and effective work processes from being carried out.

Informal communications

Your commitment to good communication and professional work practices also applies to informal communications such phone calls, emails and face-to-face communication. Always remember that you are representing your workplace in all communications and uphold the highest possible ethics at all times. Make sure that all information is passed on and/or recorded properly and in a timely manner (that is, if you take a phone message for someone else, ensure that they receive the message and that the message is kept confidential, if appropriate).

Example

Document and communicate

Megan is walking past the reception of her office as the phone rings. She looks up and notices that no-one is at the reception desk. She quickly reaches over and answers the phone. She greets the caller and walks behind the desk, looking for a pen and paper.

As she's scribbling a note and repeating the caller's number back to check it, the receptionist, Balquis, comes back to her desk laden with files. Balquis flashes Megan a smile as Megan finishes the call.

Megan says that she's not sure about the procedure for taking messages as she's new to the workplace. She wants to make sure that the message gets to the right person. Balquis shows Megan where the phone message book is located (in a locked drawer, since it may contain confidential information) and directs her to the latest page. Megan fills out the message form, checking that she recorded the return number correctly. She lets Balquis know that the message is for a co-worker and involves information that she needs straight away.

Balquis immediately calls the co-worker and ensures that the message is conveyed. In the message book, there is a box to tick that the message has been passed along, with room to write the time and the initials of the person who conveyed the message. Balquis and Megan both sign and Balquis replaces the book in the locked drawer.

Practice task 7

1. Where can you find out about the documentation used in your workplace?

2. What is an 'individual plan'?

3. Name two kinds of communication activities that you may need to undertake in the workplace.

Click to complete Practice task 7

Summary

1. The person with support needs is the expert in their own lives. Their individual aspirations, needs, goals and preferences must be at the centre of all our service responses. By working with people collaboratively, we empower them by focusing on their strengths, upholding their rights and ensuring access and equity for all.

2. Good practices in information management are vital in all work activities. People's needs, goals, preferences and aspirations change over time, and we need to ensure that our responses inquire into, record and act upon these changes in a timely manner.

3. Supports are only effective if they actually meet individual needs and reflect the person's choices and preferences. By developing individualised responses, we uphold the person's rights and demonstrate our respect, as well as avoiding wastage of resources and inefficiencies.

4. At times, we need to communicate a person's needs to other people. When doing so, we always need to keep privacy and confidentiality in mind and ensure that we communicate effectively to appropriate people.

5. A large part of our role is ensuring that people receive the supports and resources that they need, and reflect their individual goals and requirements. To do so, we need to reflect on each person's case individually.

6. At times, we will need to access external services and agencies to ensure that an individual's support needs are met, or we may need to refer them on. Part of our own professional development involves forming and maintaining good relationships with external providers and contributing to our professional networks.

7. We always need to uphold the highest standards and follow best practice in maintaining all workplace documentation, according to our individual organisation's set procedures. Not only does this uphold people's rights; it also ensures effective service delivery. We need to learn to communicate effectively and contribute our feedback to improve our organisation's policies and procedures and our own work practices.

Learning checkpoint 1
Work with the person to develop and implement person-centred responses

This learning checkpoint allows you to review your skills and knowledge in developing and implementing person-centred responses.

1. Why do we use collaboration when developing responses to meet the person's aspirations, needs, rights and preferences?

2. Why is it important to ensure that support information is accurately recorded and maintained?

3. In support work, why do we concentrate on developing responses that cater to individual differences, rights, needs and preferences?

4. In support work, you may need to communicate needs of a person to appropriate people. Who is considered an 'appropriate person' in this context?

5. How can you make appropriate resources available to a person with care needs?

6. When do you need to seek services from other workers or agencies?

7. Why is it vital to maintain documentation and communicate in accordance with your organisation's procedures?

8. How can you determine the relevant networks and services in your broader community?

9. What are two of the principles of an empowerment approach?

10. What are three of the principles that we uphold in a rights-based approach to service delivery?

11. What are three principles of person-centred practice?

12. What are two of the underlying principles of a strengths-based approach to service delivery?

13. What are three of the principles of access and equity that we uphold in providing services to people with care needs?

Topic 2

In this topic you will learn how to:

2A Consult with others when reviewing and measuring the effectiveness of meeting the person's needs

2B Identify and take action to improve areas that have not met the person's needs and preferences

2C Ensure changes to service delivery are within policy and budgetary frameworks

2D Modify aspects of service delivery to meet changing service requirements and needs of the person

2E Identify potential training opportunities for the person to meet their changing needs

2F Ensure changes are within procedural and legislative requirements and maintain high standards of delivery

Review and monitor person-centred responses

Your ability to provide excellent care and support to people relies upon effective, person-centred processes. The responses that you create to meet an individual's needs are a work in progress. Ideally, you want to provide responses that are so effective that they become obsolete as the person with support needs reaches their goals. All support responses need to change and evolve over time. Monitoring and reviewing these responses allows you to make the desired changes.

This topic introduces you to some of the common monitoring and reviewing procedures used in community service workplaces.

2A Consult with others when reviewing and measuring the effectiveness of meeting the person's needs

Each person with support needs is the expert in their own lives. When reviewing and measuring the effectiveness of the supports in place to meet their needs, the person is your primary consultation. You need to regularly consult with the person about their experiences and gain their ideas about improving their supports.

As providing support is a collaborative effort, communicate with other people who are involved in the individual's support to gain their ideas, suggestions and expertise. This includes families, carers, experts and other colleagues.

Review and measure effectiveness

To determine whether a person's supports are effective, you need to establish and plan ways to review and measure progress. Every service response needs the following:

▶ A clear outcome: What is the desired outcome of the response?

▶ A time frame: What is a reasonable time frame in which to achieve this outcome?

▶ A form of measurement: How can you measure if the outcome has been achieved, or if progress is occurring?

▶ A reviewing procedure: When, where, how and by whom is the service response reviewed?

Build these elements into your service provision and properly document them so that progress can be recorded and problems can be identified and corrected. Outcomes need to be as specific and realistic as possible. Measurements, time frames and the reviewing procedure need to be clearly established.

For example, a clear outcome might be finding a part-time job for the person, and the time frame may be three months. You can measure the outcome by the number of job interviews the person has attended and their success in getting a job. You can review the process weekly to see if the person needs more training or access assistance.

You can learn more about measuring outcomes for people with a disability at the following site:

▶ http://aspirelr.link/simt

Consultation

Working with a person-centred approach means involving consultation in every stage of service provision. You need to consult with the person with support needs and with relevant stakeholders regularly, and in a way that supports their full participation.

Here are some tips for ensuring effective consultation.

Meet the other person's needs

▶ Make sure that you know what the other person needs to communicate effectively and endeavour to meet those needs. If someone comes from an ESL background, get a translator. If someone has an intellectual disability and needs plenty of time and a quiet space, make sure that you schedule time and a suitable location. If someone needs communication aids, have them nearby.

Explain the process

▶ Before you start, explain why you are consulting with the person and outline the process. Giving people a clear idea of what information you are trying to obtain and how it will be used demonstrates respect as a partner in the collaborative process.

Watch your language

▶ Tailor your language to the individual. Avoid using jargon and technical terms. Speak clearly and concisely and always demonstrate respect. Never make assumptions about the person and clearly establish that you value their collaboration. Use active listening to clarify and ensure that the person knows that they have been heard.

Tell them how to contact you

▶ Give people plenty of ways to contact you and provide further feedback and suggestions. Make it clear that you are always open to the other person's contributions. Consultation is an ongoing process, not a 'one-time' occurrence.

Example

Consult with the person

Marianne has been Claire's support worker for six months and she is preparing for their monthly meeting to review Claire's support needs. Claire has been attending a day program to increase her social life and community engagement.

Claire has an intellectual disability and finds it hard to communicate in loud, crowded places, so Marianne has picked her up from home and they are sitting in the local park in the sunshine.

'Good to see you, Claire! I can't wait to hear about what you've been up to.' Marianne takes out Claire's progress file as Claire smiles and sits on the ground.

'I like it here', Claire says.

'Me too! Can I ask you about the day program?' Claire nods.

'Great. Last time, we thought it might be a good idea to try it, so that you can meet some new people, right?'

Claire nods again. 'I don't like Carlo. He smokes.' She mimes puffing on a cigarette and wrinkles her nose.

Marianne frowns. 'Carlo is the bus driver for the program, right? He's not supposed to smoke around you. I'll look into that, thanks.' She makes a note.

'We went swimming. I splashed Marco in the face!' Claire laughs.

'Is Marco your friend?' Marianne asks.

'Yeah. He's funny. We always sit together. We're going to art class tomorrow.'

Claire looks pleased. 'That sounds like fun! So you like going?'

Claire nods. 'Especially swimming. Marco does dive-bombs and everybody gets wet!'

'Excellent. Is it okay if I ask your mum about how you've been doing?'

Claire nods again as Marianne makes a note that Claire is making friends and enjoying the program. 'Is there anything that you'd like to change about the program, Claire?'

'More swimming!'

Practice task 8

1. What is the purpose of consultation?

    .

    .

2. What are four key elements that every service response needs?

    .

    .

3. Why do you need to specify an outcome for each service response?

    .

    .

Click to complete Practice task 8

2B Identify and take action to improve areas that have not met the person's needs and preferences

Each individual's needs and preferences guide the service responses that you provide. Clearly, all supports need to be adapted to meet the person's needs, which change over time. Additionally, you need to accommodate each person's preferences (as far as possible), in your service responses. Preferences over time, date, location, family/carer participation, activities and preferred staff may all be considered. This upholds the person's rights and demonstrates your respect in their ability to make choices.

How to identify areas of improvement

No service response is perfect – you can always make changes to better meet an individual's needs or to reflect changing needs. Regularly reviewing and measuring whether outcomes are being reached helps you identify areas of improvement. If a proposed outcome has not been achieved within a set time frame, this clearly identifies that the service response has one or more areas that need improvement. Feedback is also vital for identifying areas of improvement.

You can also identify areas of improvement by keeping up-to-date with the changes in the programs and services that are available to empower people with care needs. It is important that you understand what these programs are, why they are provided, what they do and who they are for. Programs change and funding is sometimes redirected by governments. Keeping current with what service systems can provide forms part of your regular professional activities.

Here are some places to get further information about additional services in your state or territory.

Australian Capital Territory	▶ http://aspirelr.link/government-directory-act
New South Wales	▶ http://aspirelr.link/community-services-nsw
	▶ http://aspirelr.link/family-and-community-services-nsw
Northern Territory	▶ http://aspirelr.link/health-nt
	▶ http://aspirelr.link/housing-community-development-nt
Queensland	▶ http://aspirelr.link/community-services-qld
	▶ http://aspirelr.link/community-groups-qld

South Australia	▶ http://aspirelr.link/community-organisations-sa
	▶ http://aspirelr.link/sa-community
Tasmania	▶ http://aspirelr.link/services-tas
	▶ http://aspirelr.link/government-organisations-tas
Victoria	▶ http://aspirelr.link/community-directories-vic
	▶ http://aspirelr.link/service-seeker
Western Australia	▶ http://aspirelr.link/communities-wa
	▶ http://aspirelr.link/dss-vulnerable-people

Make changes

Once you have identified an area that needs improvement, you need to make changes to the individual's services that address what's not working. Any changes need to be made in collaboration with the person and any relevant stakeholders. All changes need to conform to your workplace's policies and procedures and need to be properly documented.

To be able to make changes that assist the person to reach their goals efficiently, you need to reflect on what hasn't worked and what can be changed. Coming up with several options that you can offer the person is best practice. Keep in mind the appropriate time frame for the changes too: some changes need to be made urgently (for example, to address a WHS hazard or risk), while others need to involve a more lengthy process of consultation and review.

Before making a change, ask yourself the following:

▶ Have I identified what didn't work?

▶ Have I researched several alternative options?

▶ Have I consulted with the correct people and utilised all their feedback?

▶ Have I collaborated with the person and respected their choices?

▶ Am I following my workplace's policies and procedures?

▶ Am I documenting all my actions appropriately?

▶ Have I built in new measurements, outcomes and time frames for review?

▶ Am I instituting this change in an appropriate time frame?

Example

Identify and make changes

Following her meeting with Claire, Marianne is reviewing Claire's participation in a day program. The intended outcome was to increase Claire's social circle by introducing her to other people of the same age with similar care needs. The secondary outcomes were to extend Claire's life skills (by attending program activities such as cooking lessons and computer classes) and to provide respite for Claire's mother Rachael (her primary carer) for the two days per week that Claire attends.

Marianne has spoken to Claire, her mother and the program director to gain their ideas about what is working and what could be changed. Claire has identified that she enjoys the program, that she's making friends and that she wants to continue attending (especially swimming). Rachael confirms this, as she reports that Claire comes home happy and energised. Rachael is grateful for the respite and is pleased that Claire has begun making her own breakfast. She also mentions that Claire wants to set up an email account and Facebook page so that she can communicate with her friends during the week.

Marianne was unhappy to hear that the program's bus driver has been smoking around Claire, which violates the program's WHS responsibilities and Claire's right to a smoke-free environment. The program director reports that Claire appears to get along well with the other participants and she particularly enjoys the physical activities.

From this consultation, Marianne has identified that this support activity is working well for Claire in most respects, although three clear areas of improvement are identifiable:

▶ Ensure a smoke-free environment for Claire and the other participants. The driver's smoking needs to be reported and investigated urgently.

▶ Claire needs to be offered more training or specific assistance in setting up an email account and Facebook page. This should be offered reasonably quickly, to ensure that Claire keeps up with her newfound skills and her friendships are supported.

▶ The possibility of increasing Claire's participation in the program needs to be considered (for example, could she attend three days per week and are there more physical activities that could be included?). This needs more careful consideration, planning and consultation.

Practice task 9

1. Name two ways that you can accommodate a person's preferences in offering supports.

2. Name two ways that you can identify areas of improvement in an individual's supports.

3. Why do changes to a person's service responses need to be documented?

<div style="text-align:center; background:#F5A800; color:white; font-weight:bold; padding:1em;">Click to complete Practice task 9</div>

2C Ensure changes to service delivery are within policy and budgetary frameworks

As a support worker, you want the best for each person with care needs. However, all supports need to fall within practical parameters of your workplace's budget. Before making any changes or offering people specific options, you need to ensure that appropriate funding is available. Your workplace will have detailed policies and procedures for accessing funding, which you need to follow in all cases. You need to provide detailed costings for each proposed change and be able to demonstrate the likelihood of the change being effective for meeting the person's needs. Often, when several options are available, your costings will help decide between them.

Additional funding may be available for some activities or resources from private, commercial or government sources. Make sure that you familiarise yourself with the financial procedures used in your workplace and always obtain appropriate permissions before assigning funding.

Aside from budgetary matters, you also need to check that any changes to services meet your workplace's policy requirements. For example, you may need to consider WHS and privacy and confidentiality standards. All changes need to meet best practice standards and uphold your workplace's commitment to providing excellent services.

Example

Costing

Here is a sample costing form that you might use in costing a change to a person's service delivery.

Person's name:	
Proposed change	Option 1: Support worker attending all medical appointments.
	Option 2: Book service care taxi for John's medical appointments.
Outcome for person	Assist John with his mobility challenges & ensure John obtains all medical assistance needed.
Initial cost	Option 1: No initial cost
	Option 2: Significant: Cab charges or up-front funding needed for each trip.
Time frame of service delivery change	Trial for two months before a full review.
Running cost	Option 1: Additional staff may be required to cover support worker's absences while assisting John more frequently.
Funding source	Option 1: Internal staffing and timetabling changes needed.
	Option 2: External funding would need to be sourced (check with John's social worker for options?).
Approved	Option 1: Y/N
	Option 2: Y/N

Practice task 10

1. What is one reason why you should offer a person a number of service change options to choose from before determining the exact costs?

2. Name two places where you can find out about your workplace's budgetary framework.

3. Name two policy frameworks that may affect changes to service delivery.

Click to complete Practice task 10

2D Modify aspects of service delivery to meet changing service requirements and needs of the person

In many cases, changes to a person's support services take the form of modifications to existing strategies to meet changing service requirements or the person's changing needs or preferences. When an area of improvement has been identified, individualised modifications to services can often result in better outcomes for the individual.

Modifications can be physical, in terms of concrete resources (for example, modifications to aids and equipment), financial (for example, changing funding availability), changing services (for example, if workplace changes make former supports unavailable, you will need to refer the person on), or planning related (for example, if a support strategy is not helping the person meet their goals, modifications to the strategy need to be made).

Programs, services, funding and best practice standards are always changing and improving, and you need to keep up-to-date to ensure that you can modify aspects of service delivery so that people receive the best possible support services. As always, all changes must be appropriately documented and recorded.

Modify services

Even when services are assisting people to reach their goals, you can collaborate with the person to modify them to reach new goals. Here are some of the self-reflection questions that you can ask yourself in modifying each person's services.

Self-reflection questions for modifying services

Applicability

Is this service meeting the person's needs, reflecting their preferences and helping them reach their goals? Can we modify any aspect of the service to provide more individualised supports?

Viability

Is this service making the most of the funding and resources available? Can we modify any aspect to increase efficiency?

Flexibility

How often is this service being reviewed? How often is the person being consulted? How can we make service delivery more flexible to suit the person's changing needs?

Person-centred

Does this service empower the person, uphold their rights and focus on their strengths? Does is reflect best-practice standards? What are the long-term effects of this service? Can we modify it to better empower the person?

Example

Make modifications

Sometimes very simple modifications to the way that you deliver services can reflect a person's preferences and changing needs.

Faheema is meeting with Alex, for their monthly meeting to review his support services. Alex has Multiple Sclerosis (MS) and Faheema has been assisting him with gaining appropriate supports to meet his changing needs.

Faheema meets Alex at his home at 3.30 p.m. 'Hi, Alex! I'm so sorry to be half-an-hour late for our appointment, the traffic was terrible.'

Alex smiles, but does not say anything, as Faheema follows him into the house. Faheema notices that Alex looks tired.

'How has your month been, Alex?'

'Oh, okay I guess.' Alex yawns, and his hand visibly shakes as he attempts to cover his mouth.

'Alex, you look tired. Are you okay today?' Faheema asks.

'Sorry, I get so sleepy at this time of the afternoon', Alex replies.

'My fault, Alex', Faheema says. 'Is there a better time of day that we could schedule our meeting?'

'Actually, I'm usually better in the mornings. Would that be okay? Can't think straight now?'

'Done. How about I stop by tomorrow morning at 10? We can schedule all our appointments in the morning from now on. And no more late arrivals, I promise.'

Alex looks relieved.

Practice task 11

1. What are two changes that occur in a workplace that may lead to modifications being made in a person's services?

2. If a support service is helping a person with care needs meet their goals, does it need to be modified?

3. Name three types of modifications that can be made to a person's services.

Click to complete Practice task 11

2E Identify potential training opportunities for the person to meet their changing needs

A key aspect of a person-centred approach is to empower the person to reach their goals. Wherever possible, the person should be supported and encouraged to expand their skills and participate fully in community life. A person's ability to access all kinds of services and activities may not be dependent on providing physical supports; it may rely on a lack of training or experience.

For example, for someone who is experiencing vision loss for the first time, basic activities like walking down the street or reading are becoming increasingly challenging. Aside from material resources such as a guide dog, the person will need training on how to regain their mobility in a safe way, and they may need training to access audio/voice command options on their computer and phone.

Find ways to empower a person

Always look for ways that training can empower a person. Rather than focusing on perceived 'problems', training can help people focus on their capabilities and strengths. Some training may be formal, such as an accredited training organisation, or it may involve training using an occupational therapist or other specialist. Keep the person's training goals achievable and their goals clear and time-dependent. Helping people meet realistic, regular goals increases their self-esteem and overall wellbeing.

Here are some examples of different kinds of training opportunities for people with care needs and related stakeholders.

Transition to work

▶ Transition to work (TTW) programs can include group programs or individualised support to assist people to transition into the workplace from school, or after acquiring an injury or disability.

Supported employment

▶ Some services are available to assist people in gaining meaningful employment in a supported environment. In other cases, employers, staff and the people themselves can be given training to assist the person to retain their current employment.

Financial services

▶ Training on how to manage money and to increase computer literacy are vital to empower people in all aspects of their lives.

Home support

▶ Training may be needed to support a person to remain in their home, to access shared or group living for the first time, or to make a move to live independently. Occupational therapy, financial services and life-skills training may all be involved in supporting people to live where and how they want to.

Example

Training opportunities

Marco is Jenny's support worker, and Jenny has just decided that she wants to move out on her own. Jenny has a severe form of epilepsy, which has resulted in a mild intellectual disability. While her seizures are controlled by medication, she is at risk of falls and related hazards.

Jenny is 23 years old, and has always lived with her parents and several siblings. Marco is assessing Jenny's case and determining what kind of training and support Jenny would need to live independently. He is waiting for a medical assessment to provide detailed information on Jenny's needs and to determine the level of funding available to support her move.

As a preliminary step, Marco is reviewing Jenny's individual service plan with his supervisor, Francine. After Marco explains the situation, he suggests the following options.

'I've consulted with Jenny and her parents, who are supportive, but concerned. She had a seizure three months ago and she fell, spraining her wrist. They're worried about what might happen if she's on her own.'

Francine nods. 'Of course. We could look into a couple of options. How would Jenny feel about a Group Living home? That way, there'd be someone nearby at all times?'

Marco frowns. 'I did mention that idea, but Jenny's pretty keen on living by herself. She's got lots of brothers and sisters and hasn't ever had much time on her own. I was thinking about a Medical Alert dog. Could we get funding for one for her?'

'Good idea. I'll look into it, but there's some basic training that she might need first.'

'Agreed. I've explained that the process will take a bit of time and we're meeting next week with an Occupational Therapist, who will assess Jenny's living skills and give us some guidance. She manages her money well, but she's never done grocery shopping or paid bills. Not sure about whether she can cook, or what she knows about nutrition. That will be a good place to start.'

Practice task 12

1. When should you consider training opportunities for a person with support needs?

2. What kind of training can help people access the workforce for the first time?

3. Is formal group training or individualised training better for people with support needs?

Click to complete Practice task 12

2F Ensure changes are within procedural and legislative requirements and maintain high standards of delivery

All service changes need to be made within the framework set by your workplace's policies and procedures. In turn, these policies and procedures should be informed by legislative and regulatory requirements, as well as best practice standards. Don't just rely on your workplace's documentation—make sure that you're familiar with all the relevant legislation and regulation, as well as the best practice standards set in the industry.

All changes need to be assessed against these requirements and standards, which involves being fully familiar with them and constantly reviewing, monitoring and self-reflecting. When a service change meets all requirements, it is described as being 'compliant'.

This section introduces you to some of the specific pieces of legislation and ethical standards that underpin the highest possible level of care.

Legal and ethical responsibilities

Legal considerations in service delivery include international, national, state/territory and local level legislation and regulations, as explained below. Legal considerations are binding and enforceable, which means that they must be followed at all times, or serious consequences may result.

Familiarise yourself with these legal considerations and make it part of your professional development to keep up-to-date with any changes. Any breaches that you identify in the workplace must be addressed immediately, following your workplace's reporting procedures.

Ethical considerations are not binding, but are moral guidelines for best practice in the industry. Industry groups, associations and workplaces create 'codes of practice' or 'codes of ethics' that set out the ethical standards that inform their policies, procedures and everyday work activities.

Familiarising yourself with these codes helps you to uphold the rights of clients, yourself and others. Maintaining strong relationships with your professional network and professional associations allows you to source others' expertise if you have an ethical question or concern.

You can read an example code of ethics at the following site:

▶ http://aspirelr.link/acwa-code-of-ethics

Discrimination

Discrimination is a legal term that describes when someone is treated unjustly or unfairly because of a specific category, such as race, gender, age or disability. In Australia, all people have the right to equal and fair treatment under the law, which is set out in a range of legislation, including the *Disability Discrimination Act 1992* (Cth).

Unfortunately, some people with disabilities face discrimination in their everyday lives, arising from myths and stereotyping. As a support worker, you can assist people to overcome discrimination by ensuring that they have equal access and by educating your community about disability issues and discrimination. Your role as an advocate for the people that you support may involve working with the person to address specific instances of discrimination, as well as modelling respect for differences in your everyday actions.

You can read more about discrimination, and about other rights of people with a disability at the following site:

▶   http://aspirelr.link/law-handbook-discrimination-human-rights

Dignity of risk

The rights of people to dignity and choice, upheld in legislation and service standards, also require that duty of care or safety is not used as a reason to limit a person's freedom or personal choice. A support worker's adherence to duty of care and safety must be coupled with the concept of dignity of risk, which means that a person has the right to make their own choices and to take risks.

The right of people to make their own choices (and to fail, make mistakes and learn from them) upholds their right to self-determination. In practice, this right can sometimes come into conflict with your obligation of duty of care and mandatory reporting. Generally, a person must be allowed to make their own choices, unless it involves the likelihood of significant harm to themselves or another, in specific instances. Often, these areas need to be discussed with your supervisor or professional network. Always ask for advice or assistance from your supervisor if you are unsure. Provide people with appropriate information that allows them to make informed choices.

You can read more about the dignity of risk at the following site:

▶   http://aspirelr.link/dignity-of-risk

Duty of care

Duty of care describes the legal obligation that individuals and organisations have to anticipate and act on possible causes of injury and illness that may exist in their work environment or as a result of their actions. A person or organisation must do everything they can to remove or minimise the possible cause of harm.

While aspects of WHS legislation may vary between states and territories, there are common legislative requirements and obligations under the duty-of-care principle. Everyone in the community service environment has the responsibility of duty of care for themselves, the people they care for, visitors and each other. Your workplace will have a specific duty of care policy that you must use to guide your actions.

In practice, your duty of care is expressed by ensuring that you contribute to providing a safe, healthy and supportive environment, where everyone's rights are upheld and supported. This involves reporting WHS hazards and risks, ensuring access for all people and supporting the wellbeing of all the people you support.

You can read an example duty of care policy at the following site:

▶ http://aspirelr.link/csisa-quality-standards

Human rights

Underpinning all your work activities is the fundamental recognition that all people, including people with disabilities, have basic human rights that must be upheld. One of the foundation documents that sets out these rights is the 2007 United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). This is not a law; it is an international convention that countries voluntarily ratify and use to guide their own laws. Australia was one of the original signatories.

The UNCRPD sets out from the basis that all people are equal and that all people have the same rights, such as the right to equality, safety, privacy and the right to a home and family. In practice, this convention informs all of your workplace procedures and activities. It is also a good starting point for educating people with support needs about their rights.

You can read more about discrimination, and about other rights of people with a disability at the following site:

▶ http://aspirelr.link/uncrpd

Additionally, you can find an easy-to-read explanation of these rights, designed to give to people with support needs at the following site:

▶ http://aspirelr.link/we-have-human-rights

Mandatory reporting

Mandatory reporting refers to your legal obligation to report instances of suspected abuse or neglect, especially in the case of children. Reporting requirements vary between the states and territories, but in most cases, any suspicion that a child is endangered requires the worker to report their concerns to appropriate authorities.

In many workplaces, these mandatory reporting requirements are extended and set out in the workplace's reporting policies and procedures. While reporting suspected abuse or neglect of older people and people with support needs may not be legally binding, your workplace will have best practice reporting procedures that you are expected to follow. As these procedures

vary, it is important to know your workplace's definition of abuse and neglect and its procedure for reporting (that is, who to report to and when). If in doubt, speak to your supervisor immediately.

You can read more about mandatory reporting at the following sites:

▶ http://aspirelr.link/mandatory-reporting-child-abuse

▶ http://aspirelr.link/mandatoryreportingrequirements

Privacy confidentiality and disclosure

When discussing a person's situation, always maintain their privacy. You must protect confidential details. You always need the person's consent if you wish to talk about their situation. Often, people are happy to give their consent because they know you want to help.

Maintaining confidentiality is part of respecting a person's privacy and individual rights. In practice, confidentiality means not discussing an individual's personal information unless they have given their consent for this to happen. There are exceptional circumstances that enable you to disclose private information, but this is generally only when you become aware that someone may be harmed.

You can read more about privacy, confidentiality and disclosure at the following site:

▶ http://aspirelr.link/privacy-rights

Collection, use and storage of information

There are 13 Australian Privacy Principles that apply to the collection, use and storage of people's information. Here is further information on the standards and how they regulate the handling of personal information.

Collection, use and storage of personal information

1 **Open and transparent management of personal information**
Ensures that organisations manage personal information in an open and transparent way.

2 **Anonymity and pseudonymity**
Requires organisations to give individuals the option of not identifying themselves, or of using a pseudonym. Some exceptions apply.

3 **Collection of solicited personal information**
Outlines when an organisation can collect personal information that is solicited. It applies higher standards to the collection of 'sensitive' information.

4 **Dealing with unsolicited personal information**
Outlines how organisations must deal with unsolicited personal information.

5 **Notification of the collection of personal information**
Outlines when and in what circumstances an organisation that collects personal information must notify an individual of certain matters.

6 **Use or disclosure of personal information**
Outlines the circumstances in which an organisation may use or disclose personal information that it holds.

7 **Direct marketing**
An organisation may only use or disclose personal information for direct marketing purposes if certain conditions are met.

8 **Cross-border disclosure of personal information**
Outlines the steps an organisation must take to protect personal information before it is disclosed overseas.

9 **Adoption, use or disclosure of government-related identifiers**
Outlines the limited circumstances when an organisation may adopt a government-related identifier of an individual as its own identifier, or use or disclose a government-related identifier of an individual.

10 **Quality of personal information**
An organisation must take reasonable steps to ensure the personal information it collects is accurate, up to date and complete.

11 **Security of personal information**
An organisation must take reasonable steps to protect personal information it holds from misuse, interference and loss, and from unauthorised access, modification or disclosure. An entity has obligations to destroy or de-identify personal information in certain circumstances.

12 **Access to personal information**
Outlines an organisation's obligations when an individual requests to be given access to personal information held about them by the organisation.

13 **Correction of personal information**
Outlines an organisation's obligations in relation to correcting the personal information it holds about individuals.

Work health and safety

On 1 January 2012, the *Work Health and Safety Act 2011* (Cth) came into effect, replacing the *Occupational Health and Safety Act 1991* (Cth). This model legislation was developed by the Commonwealth government to harmonise workplace health and safety laws across Australia.

The object of the harmonisation of work health and safety laws, according to the *Explanatory Memorandum – Model Work Health and Safety Bill* (Safe Work Australia, 2010), is to:

▶ protect the health and safety of workers

▶ improve safety outcomes in workplaces

▶ reduce compliance costs for businesses

▶ improve efficiency for regulatory agencies.

For the Act to be legally binding, it must be passed by the Parliament in each state and territory.

Every workplace needs to regularly review its WHS policies and procedures and ensure that it complies with the official WHS codes of practice, to ensure that all services are provided to the highest standards of health and safety. WHS compliance is vital to ensure the health and safety of workers, visitors to the workplace and the public.

Codes of practice

Codes of practice, sometimes referred to as compliance codes, provide practical guidance on how to meet the standards contained in WHS Acts and regulations. Codes of practice are developed through consultation with representatives from industry, workers and employers, special interest groups and government agencies. They provide guidance on a range of matters, including duty of care, hazard identification, risk assessment processes and risk control.

You need to be familiar with the codes of practice that apply to your workplace. Codes of practice are available on the Safe Work Australia website and from your state/territory's WHS authority. Although they are not enforceable by law, codes of practice should be followed unless there is an alternative course of action that achieves the same or better standards. Employers and workers fail to meet their obligations if they do not adopt a method as safe as, or safer than, the code.
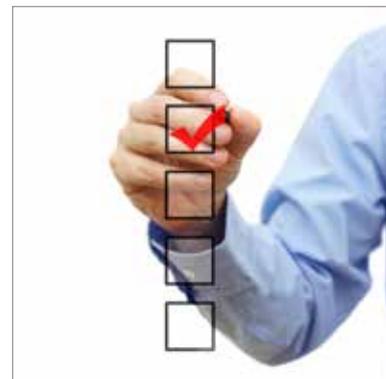
Apply a code of practice

If an organisation applies the information provided in the relevant code of practice, they will be deemed to have complied with the obligations prescribed by the WHS Act. Keep up-to-date with your state or territory's codes of practice by regularly visiting the website of your state or territory's WHS authority or Safe Work Australia.

The following table provides the name of the health and safety legislation and the regulator responsible for its implementation in each state and territory, as at the time of publication.

Region	Health and safety legislation	WHS regulator
Commonwealth	*Work Health and Safety Act 2011* (Cth)	**Comcare** ▶ http://aspirelr.link/comcare
Australian Capital Territory	*Work Health and Safety Act 2011* (ACT)	**WorkSafe ACT** ▶ http://aspirelr.link/worksafe-act
New South Wales	*Work Health and Safety Act 2011* (NSW)	**SafeWork NSW** ▶ http://aspirelr.link/safework-nsw
Northern Territory	*Work Health and Safety Act 2011* (NT)	**NT WorkSafe** ▶ http://aspirelr.link/worksafe-nt
Queensland	*Work Health and Safety Act 2011* (Qld)	**Workplace Health and Safety Queensland** ▶ http://aspirelr.link/worksafe-qld
South Australia	*Work Health and Safety Act 2012* (SA)	**SafeWork SA** ▶ http://aspirelr.link/safework-sa
Tasmania	*Work Health and Safety Act 2012* (Tas)	**WorkSafe Tasmania** ▶ http://aspirelr.link/worksafe-tas
Victoria	*Occupational Health and Safety Act 2004* (Vic)	**WorkSafe Victoria** ▶ http://aspirelr.link/worksafe-vic
Western Australia	*Occupational Safety and Health Act 1984* (WA)	**WorkSafe WA** ▶ http://aspirelr.link/worksafe-wa

Example

Ensure compliance

Giancarlo is assessing several options to provide better services to a person in his care. To help him determine the best options, he is ensuring that they all comply with his workplace's policies and procedures and all legislative and regulatory requirements.

He creates a blank spreadsheet on his computer and places each option in a row on the left. He creates numerous columns that he can use as checklists against each workplace policy and procedure and legislation.

Giancarlo accesses his workplace's policies and procedures manual and uses his spreadsheet to ensure that each service option complies. To be thorough, he also goes online and checks that the applicable legislation for each policy is up-to-date.

After checking the compliance of the service options, Giancarlo realises that several meet all the requirements. To help him narrow them down further, he re-reads his workplace's code of ethics. After doing so, he logs on to several professional websites and forums to gain best practice information from his colleagues.

This review and assessment has made it very clear that he has a number of service options that comply with all requirements, but only one that meets best practice standards. With this information, he is able to document his actions and provide the person with support needs the best possible improvement in their services.

Practice task 13

1. What does UNCRPD stand for and in what year was it proposed?

2. Name three legal requirements that inform service changes.

3. Name three ethical considerations that inform service changes.

Click to complete Practice task 13

Summary

1. Consult and collaborate with the person, their family, carers, colleagues and other experts when reviewing and measuring the effectiveness of a person's supports. An effective support is regularly reviewed, has a clear outcome and is measureable.

2. The person's individual needs and preferences must guide all their supports. Always check back with the person and ask them what can be improved.

3. Everybody has to work within a budget. Make sure that you cost each service change before offering it to the person.

4. All services change and adapt to suit the person's changing needs. Even a service that is working well can be adapted to become more efficient or to introduce new goals.

5. Wherever possible, identify where people can benefit from training to extend their skills and empower themselves. Facilitate all training opportunities.

6. All service changes have to be compliant with your workplace's policies and procedures. These are informed by legislation and regulations, which also need to be regularly checked and complied with. Best practice standards are set out by industry associations and groups, providing you with the highest standards of service delivery.

Learning checkpoint 2
Review and monitor person-centred responses

This learning checkpoint allows you to review your skills and knowledge in reviewing and monitoring person-centred responses.

1. Why do you need to consult with others when reviewing and measuring the effectiveness of meeting a person's needs?

2. Why do we need to regularly identify and take action to improve areas that have not met the person's needs and preferences?

3. How can you ensure changes to service delivery are within policy and budgetary frameworks?

4. When do you need to modify aspects of service delivery?

5. When should potential training opportunities for a person be identified?

6. How can you ensure that service changes are within procedural and legislative requirements and maintain high standards of delivery?

7. What piece of legislation informs your understanding of discrimination and how it affects people with a disability?

8. What legal and ethical considerations are involved in the dignity of risk?

9. What is your duty of care towards the people for whom you provide support?

10. What legal and ethical considerations for working with people with a disability are set out in the *United Nations Convention on the Rights of Persons with Disabilities* (UNCRPD)?

11. What does mandatory reporting refer to?

12. How does a person's privacy, confidentiality and disclosure inform your work practices?

13. What is the purpose of WHS codes of practice in your workplace?

Topic 3

In this topic you will learn how to:

3A Follow procedures for service delivery in line with an organisation's quality system

3B Identify barriers that may impact service delivery and refer to supervisor

3C Review procedures for service delivery to reflect best practice and legislative changes

3D Review procedures for service delivery to reflect the needs of the person

Provide service delivery within a quality framework

Every workplace has a commitment to continuous improvement. This stems from a recognition that all policies, procedures and work practices can and should be improved over time. To ensure that best practices are applied to all aspects of your work, you need to comply with all aspects of your workplace's quality framework. Additionally, you can follow personal work practices that contribute to ensuring the best possible service delivery practices.

3A Follow procedures for service delivery in line with an organisation's quality system

Your workplace will have a quality system in place to monitor and review all policies, procedures and work practices, which you must follow at all times. For instance, all services provided to people with care needs must be regularly reviewed and assessed. According to your workplace and the individual case, this may occur monthly and involve yourself and your supervisor, using a strict set of reviewing documentation that records the procedure.
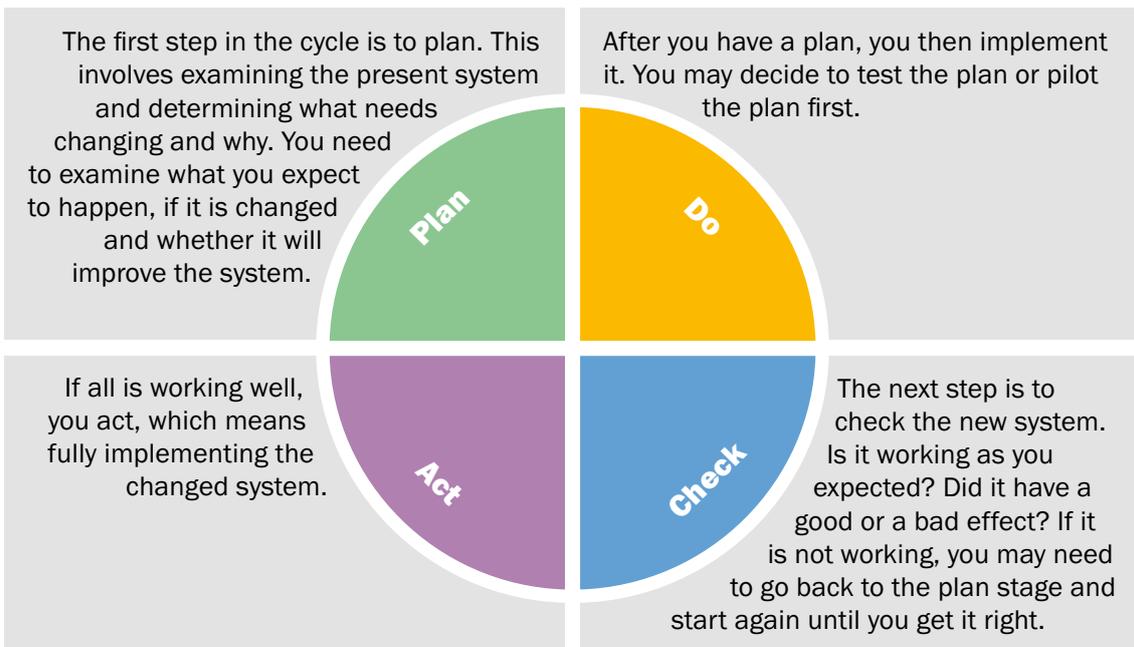
Contribute to this quality system and ensure that any improvements or changes that are flagged are actioned as soon as possible. In practice, this means ensuring that you keep up-to-date with your workplace's quality framework cycle, implementing its results and further contributing to improvements by offering feedback into the cycle. Changes to all aspects of service delivery may occur from this process, which you can contribute to by advocating for your clients and their needs in all improvement procedures.

The quality framework cycle

A quality framework cycle can be represented in many ways, including the plan-do-check-act (PDCA) cycle. There are four stages that revolve around a central point. In the quality framework cycle, it may be a system, a policy, or a service delivery in the centre that is being improved. You can use this model to ensure that the supports you provide people are continuously improved. The person's feedback on their supports is vital in this cycle.

Quality systems must be continuous, meaning that the cycle is followed constantly, ensuring that changes are made and processes are improved upon quickly and efficiently. Here is some information about this common system for continuous improvement.

The first step in the cycle is to plan. This involves examining the present system and determining what needs changing and why. You need to examine what you expect to happen, if it is changed and whether it will improve the system.

After you have a plan, you then implement it. You may decide to test the plan or pilot the plan first.

If all is working well, you act, which means fully implementing the changed system.

The next step is to check the new system. Is it working as you expected? Did it have a good or a bad effect? If it is not working, you may need to go back to the plan stage and start again until you get it right.

Plan

Do

Act

Check

Example

Quality improvements

Suzanne has just attended a supervisory meeting. She received the results of the workplace's latest assessment of the feedback received from people with care needs who attend the service. In this assessment, infrequent contact between workers and people with care needs was flagged as a common complaint. As a result, the workplace has instituted a new policy that workers should contact each person at least fortnightly by phone, to improve morale and accessibility.

Suzanne is delighted with this policy, which mirrors requests that she has been making for some time. She picks up the phone.

'Hi Ahmed, it's Suzanne from _____.' [Pause.] 'I'm great thanks! Do you have a moment to talk? Great. I know our scheduled meeting isn't until next week, but I'd like to check in with you and see how you're doing.' [Pause, as she listens, taking notes and nodding.]

'Yes, I can see how that would be difficult. I'm glad to know this now, as I can get right on it and have some suggestions ready for our meeting next week. [Pause.] Yes, I agree. I'd like to check in by phone once a fortnight, if that's okay by you? I think it would be good to keep in touch and it would give you a chance to let me know if you need anything. Great. What time and day would suit you best? [Pause.] Wonderful, I'll book you in for this time every fortnight. See you for our appointment next week.'

Suzanne decides to contact her supervisor and provide feedback that this new policy is already leading to further improvements, as she can research Ahmed's concern before their meeting, leading to more efficient service delivery.

Practice task 14

1. What are the four stages in the PDCA cycle?

2. List three kinds of changes to service delivery that might result from a workplace's quality framework.

3. Name two ways that you can contribute to your workplace's continuous improvement.

Click to complete Practice task 14

3B Identify barriers that may impact service delivery and refer to supervisor

You will encounter a range of barriers that prevent effective service delivery to people with support needs. Providing services to varied individuals results in the ability to identify many elements that can be improved, making access to high-quality services easier for all.

As part of your workplace's commitment to continuous improvement, you can contribute by identifying any barriers that you encounter and referring them to your supervisor for further action. Communicating barriers to your supervisor is vital to ensure that the individual's services can be improved. Additionally, even if you can address the barrier yourself, communicating them to your supervisor leads to an investigation into underlying issues, so that widespread changes can be made, if required.

Barriers to service delivery

Barriers to service delivery can occur at any level and be located with you, your workplace, the person themselves, other stakeholders or at other services or institutions. When a person is experiencing a difficulty in reaching their goals, this indicates that a barrier may be in place. Aside from helping that individual, identifying barriers helps address more widespread issues. Communicating and coordinating a response with your supervisor ensures that widespread solutions can be created.

Here are some of the most common areas where barriers to service delivery are located.

Common barriers and examples
▶ Economic (such as lack of funding, misuse or inefficiencies)
▶ Physical (such as lack of/inappropriate physical equipment or aides, inadequate physical access)
▶ Language/cultural (such as meeting the needs of Aboriginal and Torres Strait Islander people, people from a ESL background)
▶ Staffing (such as lack of training or expertise; insufficient staff; staff overwork)
▶ Structural (such as lack of funding, lack of representation, lack of knowledge about services available)
▶ Training (such as lack of training for people with support needs, staff and others)
▶ Societal/attitudinal (such as myths, stereotyping and misinformation leading to discrimination)
▶ Emotional (such as mental health needs, counselling, dealing with stress)

Example

Identify barriers

Jean is meeting with her supervisor, Kylie. Jean is discussing the supports that Michael, one of the people in her care, receives.

'He's been looking for a job for three months now. He has access challenges and uses a wheelchair and he has a mild intellectual disability. He's 19 and is really keen to get a part-time job.'

'Great, Jean. So what's been your approach for helping him gain employment?' Kylie is taking notes as she listens.

'He's been assessed by an Occupational Therapist and we're helping him with some physical access issues through regular OT to improve his ability to access computers and handle phones and the like. He's doing really well and the OT is supporting him to start off in office work.'

'Good. So he's ready to go?' Kylie asks.

'Absolutely. We've placed him with a local employment service, but I just heard from Michael that they have been less than helpful. He's received one interview in all this time.'

'Yeah, something to investigate there. Has the employment service worked with people with care needs before?'

'Apparently, but I've made an appointment to speak to the manager next week. I'm concerned that they may not have a clear idea of Michael's capabilities and may not be matching him with all the jobs out there.'

'Good. Keep me posted. This is a constant problem with external agencies.' Kylie thinks for a moment. 'What do you think they need to match Michael with the right job?'

Jean thinks. 'More information. Not just on Michael and what he can do, but general information about people with care needs and what they can contribute. Could we put together a webpage with general information? I'll also put together something about Michael's strengths to provide them confidentially.'

'Fantastic', Kylie smiles, 'let's work on this together.'

Practice task 15

1. What are three common barriers that may affect service delivery?

2. Name three individuals or groups who may encounter barriers to effective service delivery.

3. What are two reasons why you should communicate any barriers that you identify to your supervisor?

Click to complete Practice task 15

3C Review procedures for service delivery to reflect best practice and legislative changes

Your workplace's procedures for delivering services are subject to change and review. Your workplace's regular reviewing procedures will update all work procedures to reflect new understandings of best practice and to comply with any legislative changes. These workplace reviews of procedures may occur yearly, or more frequently, according to your workplace's needs.

While you can contribute to these processes, you can undertake your own reviews more frequently to ensure that your work practices are up-to-date.

Best practice service delivery

Best practice standards are devised by industry and government as the foundation for all services. The current *National standards for disability services* (NSDS) express the best current understanding of the rights of people with support needs and provide a clear list of what people can expect from their services. As a worker, these standards form your guide on which to base your service delivery, and are upheld by legislation.

Keep a copy of these standards easily accessible and regularly assess your work practices against them as part of your professional development. Keep up-to-date with any changes to the standards by joining industry forums and groups. Scheduling regular time for self-reflection and research into best practice service standards ensures that you provide the best possible service to people.

Here is a short summary of the six standards in the NSDS.

Disability Service Standards

Standard 1: Rights

This standard highlights that people with a disability have many rights that underpin all services, including the right to freedom of expression, to dignity and respect, to self-determination, to choice and control and to confidentiality and privacy.

Standard 2: Participation and inclusion

This standard emphasises promoting a valued role for people with disabilities in the community, as well as including people with disabilities in activities of their choice.

Standard 3: Individual outcomes

This standard is about people directing their own supports, service planning, collaboration and consultation. The person identifies their own goals and is supported in their choices.

Standard 4: Feedback and complaints

Services must provide mechanisms for people to make complaints and to have their concerns addressed.

Standard 5: Service access

All people have to right to easy access to services, including accessible information to make informed decisions, transparency in service delivery and regular reviews to identify and respond to changing needs.

Standard 6: Service management

All services should be managed well and involve policies and procedures that ensure good governance, clear communication processes, continuous improvement and compliance with relevant legislative requirements.

Review procedures

One of the standards held in best practice standards of service delivery is that of service management. This involves utilising a set of policies and procedures to ensure that all work activities are regularly reviewed to ensure compliance with best practice standards and legislation. Workplace reviewing procedures are undertaken to a set time frame by specific people made responsible for the task (for example, WHS reviews may be undertaken by a WHS committee every six months). These reviews are comprehensive and are reported back to all relevant stakeholders, along with recommended changes to work practices.

You engage with these reviewing procedures by providing feedback to your supervisor and management, by following your job role and by using workplace documentation and communication processes correctly. However, take responsibility for instituting best practice standards by being familiar with the NSDS and all relevant legislation allows you to engage fully with all workplace reviewing procedures and ensure that your work activities uphold people's rights.

You can read more about the NSDS at the following site:

▶ http://aspirelr.link/nsds

Example

Review

As part of her professional development activities, Maria is undertaking a process of reviewing her work activities. She logs on to her computer and brings up a file named 'Monthly review'. In it, she finds a checklist that she prints out and follows.

The checklist contains the following items:

▶ Connect with professional network (read and contribute to forums, check articles and posts).

▶ Assess feedback received and address any concerns.

▶ Check currency of legislation and NSDS by researching online and ensure work practices are compliant. Inform management/report appropriately if anything is not compliant.

▶ Look for training opportunities (such as conferences to attend and online classes).

▶ Self-reflection: Am I providing the best possible services to people?

▶ Ask for feedback (from people with support needs, families/carers and supervisor).

▶ Set goals for next month.

Practice task 16

1. What is the main document that sets out best practice service standards in the industry?

2. Name two ways that you can contribute to your workplace's reviewing procedures.

3. Name two ways that you can review your service delivery to ensure compliance with legislation and best practice standards.

Click to complete Practice task 16

3D Review procedures for service delivery to reflect the needs of the person

As people's needs, aspirations and preferences change, so do the services provided to them. Aside from making the changes needed to help individuals meet their goals, you also need to ensure that the workplace procedures that ensure service delivery are able to adapt and promote flexibility and individual choice.

You can do this by regularly monitoring, assessing and reviewing individuals' cases of service delivery and determining if any work processes or procedures can be improved or changed to ensure greater flexibility. For example, if you work with a person to improve their access to the community by using a community care access bus and the processes needed to request access are long and complicated, you could review these procedures and communicate your findings to your supervisor. Procedural elements such as funding, time frames and documentation can all be reviewed and improved upon.

Common questions to review service delivery procedures:

▶ Have their needs been met and their rights upheld?

▶ Is there room for changes to be made quickly and efficiently?

▶ Have likely changes to outcomes, goals and needs been projected and planned for?

▶ Have any delays, barriers to participation or inefficiencies been encountered?

▶ How could service delivery procedures be optimised in the future?

▶ What have I learnt about providing services from this case?

▶ Have I communicated my findings to the appropriate people?

Example

Review for flexibility

Max is frustrated. He has been working with Jenny, trying to gain access to a training program to help her transition to work from school. The program is run by a state-wide external service and Max has found them difficult to contact and his inquiries are always answered by a different person. His workplace's referral procedure involves a lot of paperwork, but little direct confirmation from the external service that Jenny's needs will be met.

Max is meeting with his supervisor Chun to express his concerns.

'Thanks for meeting me Chun. I'm supporting Jenny to gain access to a TTW program. She's so keen to start work and I want to ensure that she's well-prepared and ready to go', Max says.

Chun smiles, 'Wonderful. So what do you need?'

Max frowns. 'Exactly. Jenny is ready to go and I've researched the programs available. The nearest one is nearby and is run by XYC Training. According to our referral procedures, we are required to refer people to the closest training facility, right?'

Chun nods. 'I've found XYC to be less than helpful. I'm unable to make a clear contact with someone who will take responsibility for Jenny's training. I'm fobbed off with emails from different people every time and I can't get an answer about a start date. I'm just not convinced that they are the best fit for Jenny.'

'Okay, I have heard about problems with them before', Chun acknowledges. 'What would you like to do?'

'I've found a smaller training organisation that is only located 10km further away than XYC. I've spoken to the student manager there and she's really helpful. They can start working with Jenny in a fortnight. Can I amend the referral procedure in this case to refer Jenny to this organisation instead?'

'Sounds like a good idea. Send over their information and I'll confirm with you tomorrow', Chun replies.

'Great. I'll be making a formal submission about amending our referral procedures too.'

Practice task 17

1. What are two reasons why we need to review service delivery procedures?

2. Who should you report any service delivery procedural problems to?

3. List two elements of service delivery procedures that can be reviewed and improved upon.

Click to complete Practice task 17

Summary

1. All work activities, policies and procedures need to be continuously improved. Follow your workplace's quality improvement cycle at all times.

2. Barriers to service delivery can occur at any level or with any individual, group or organisation involved. Identifying barriers in one person's case and communicating them to your supervisor helps your workplace continuously improve and create widespread solutions.

3. The NSDS sets out best practice standards of service delivery. Your workplace has a set reviewing procedure that ensures compliance with all legislation and standards. Engage in these reviews by providing feedback, following your job role and using workplace documentation and communication channels correctly. Be familiar with the standards and legislation yourself and regularly review and self-reflect on your own work practices.

4. All service procedures need to be flexible and adaptive to people's changing needs. Regularly review these procedures to ensure that services can be customised to meet people's needs.

Learning checkpoint 3
Provide service delivery within a quality framework

This learning checkpoint allows you to review your skills and knowledge in providing service delivery within a quality framework.

1. How do you follow service delivery procedures in a way that aligns with your organisation's quality system?

2. Why is it important to identify any barriers that may impact service delivery and refer them to your supervisor?

3. Is reviewing procedures for service delivery to reflect best practice and legislative changes only the responsibility of management? As a service delivery worker, what obligations would you have in this regard and why?

4. Why do procedures for service delivery need to be modified on an ongoing basis to reflect the needs of the person?

5. Where can current best practice approaches for service delivery be found?