

CHCLAH003

**Participate in
the planning,
implementation
and monitoring
of individual
leisure and health
programs**

Release 1

Learner guide

Aspire version 1.3



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Release 1, version 1.2	January 2019	Minor corrections as part of our continuous improvement program
Release 1, version 1.3	July 2019	Updated to reflect the new Aged Care Quality Standards

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CHCLAH003 Participate in the planning, implementation and monitoring of individual leisure and health programs Release 1

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Before you begin

This learner guide is based on the unit of competency *CHCLAH003 Participate in the planning, implementation and monitoring of individual leisure and health programs*, 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	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ Key learning points are provided at the end of each topic.
Learning checkpoints	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ Understanding your job role, organisational procedures and legal responsibilities ▶ Managing your work and seeing how well you are going and making goals for yourself at work ▶ Seeking professional development opportunities for continuous improvement
Reading	<ul style="list-style-type: none"> ▶ Understanding how documents are presented and being able to navigate through documents ▶ Understanding industry- and job-specific terminology ▶ Interpreting key information in relevant documents ▶ Understanding routine workplace checklists and documentation
Writing	<ul style="list-style-type: none"> ▶ Planning, drafting and writing reports and documents ▶ Communicating through written letters, email and online ▶ Recording progress; reporting incidents
Oral communication	<ul style="list-style-type: none"> ▶ Clarifying instructions ▶ Providing information ▶ Supporting others through encouragement, negotiation and conflict resolution ▶ Using body language to model desired behaviour and responding to others' body language
Numeracy	<ul style="list-style-type: none"> ▶ Calculating costs, weights, measurements of height and distance ▶ Interpreting measurements
Teamwork	<ul style="list-style-type: none"> ▶ Working well with other people by cooperating, collaborating, encouraging and building rapport
Planning and organising	<ul style="list-style-type: none"> ▶ Planning your workload and commitments ▶ Implementing tasks ▶ Completing work on time ▶ Knowing how to deal with hazards and risks
Making decisions	<ul style="list-style-type: none"> ▶ Understanding and applying decision-making processes ▶ Reviewing the impact of your decisions
Problem-solving	<ul style="list-style-type: none"> ▶ Identifying problems ▶ Working out how to fix a problem using problem-solving processes and reviewing the outcome
Innovation and creation	<ul style="list-style-type: none"> ▶ Recognising opportunities to develop and apply new ideas ▶ Generating ideas by thinking of new ways to do something ▶ Making suggestions to improve work

Foundation skill area	Foundation skill description
Technology and digital literacy	<ul style="list-style-type: none"> ▶ Efficiently using digitally based technologies and systems correctly and safely ▶ Accessing, organising and presenting information ▶ Using equipment correctly and safely

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 Gather and record detailed information about clients	1A Use appropriate methods to assess client's leisure and health needs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1B Use a variety of appropriate methods to record information under the guidance of an experienced worker	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1C Record information using holistic approach to health and wellbeing of clients	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1D Participate in the analysis of information gained to identify individual strengths, needs, interests	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1E Observe and record and maintain confidentiality	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 2 Participate in the design of individual program plans	2A Use a consultative approach based on the client's leisure and health needs assessment	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2B Identify and include a range of resources and ideas to meet the client's leisure	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2C Identify and include ways in which the health, wellbeing and abilities of individuals are enhanced	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2D Incorporate the additional and specific leisure and recreation needs of clients	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Topic	Key outcomes	Rate your confidence in each section
	2E Assist with the documentation of an individual program plan for clients based on information gathered	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 3 Implement individual program plans	3A Contribute to the development of setting and environment for leisure and health activities within the constraints of resources	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3B Contribute to the development of timetables that provide structure and flexibility and serve as a communication tool	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3C Implement programs, allow for clear staff communication, and adapt to conditions and needs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3D Gather and organise resources required for the individual program plan	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3E Organise off-site outings as an extension of the program where appropriate and in accordance with directions	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3F Maintain ongoing communication with those involved in the program	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3G Identify concerns about current individual program plans and refer appropriately	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 4 Monitor and evaluate individual program plans	4A Assess progress of each individual using specified processes	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4B Contribute to regular review of the individual program plan	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4C Regularly document and evaluate individual program plan outcomes	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4D Clearly identify criteria for documentation and evaluation and use for review	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident



Topic 1

In this topic you will:

- 1A Use appropriate methods to assess a person's leisure and health needs**

- 1B Use a variety of appropriate methods to record information under the guidance of an experienced worker**

- 1C Record information using holistic approach to health and wellbeing of clients**

- 1D Participate in the analysis of information gained to identify individual strengths, needs, interests and preferences**

- 1E Observe and record and maintain confidentiality**

Gather and record detailed information about clients

Leisure plays an important role in people's lives. Through participation in leisure activities people can better manage health issues, maintain emotional wellness, utilise cognitive functions, socialise, explore spirituality and increase life satisfaction.

Leisure and health programs are devised specifically for individual clients based on their personal needs, strengths and interests. The first step in designing a program is gathering and recording information about the individual person using a variety of methods.

1A Use appropriate methods to assess client's leisure and health needs

When programming activities you first need to determine what the person's needs are. Take a holistic approach and consider the physical, emotional, mental, social, spiritual and cognitive needs of the person. A team of assessors, including health practitioners, will determine the person's overall needs and make appropriate recommendations. These should be outlined in the person's care plan.



Methods of assessment

Methods of assessment and who you are authorised to speak with will be specific to the organisation. Consult your supervisor to clarify the most appropriate method to use for the individual situation. You can use interviews, care plans, observation and standard forms (proformas) to assess a client's leisure and health needs.

The following methods can be used to assess a person's leisure and health needs.

Interviewing the client, parents and/or family

Identify the person's physical, emotional, cognitive, social and spiritual needs. Use nonverbal communication (gestures, facial expressions, or the client may lip-read) if there are language barriers, impairment or the person is very young. Face the person so nonverbal cues can be interpreted. Use a professional interpreter or the client's guardian or family members if necessary.

Treat individuals and their family members with respect, including respecting cultural differences.

Interviewing care workers

Speak with care workers who assist the person with daily living as they will have first-hand experience and an excellent understanding of the person's needs, requirements, interests, strengths and abilities.

Obtain information about all aspects of the person including their physical, emotional, mental, cognitive, spiritual and social needs. Accurately record the information according to workplace policy and procedure, and consult with your supervisor before any actions are taken.

Reviewing the care plan documentation

Care plans are usually devised by a registered nurse (RN), who interviews the person and/or their guardian to record the person's needs. Care plans address medical history, physical and mental health status and daily living abilities.

Consult the care plan before starting any action or service. Know where care plans are located and check them regularly for amendments. Consult with your supervisor or the RN about terms you don't understand. Follow recommendations detailed in the plan.

Observing activity sessions

All observations should be judgment-free, based on concrete evidence, and conducted and documented according to organisational policy and procedure.

Formal sessions occur to observe client needs and abilities and are recorded in behavioural observation charts, checklists or case notes. Informal observations are made during everyday activities and record signs such as mood, agitation, confusion, refusal to participate and nonverbal cues such as changed posture or clenched fists.

Using standard proformas

Proformas may be checklists, scales, question-and-answer, or a combination and must be accurate, objective and factual as these may be used as a legal record of events and care provided. Proformas are used to monitor client progress and to plan and design relevant leisure and health programs. Use plain English and avoid making personal or subjective interpretations. Sign and date all forms you complete and store them in a locked cabinet or in a password-protected file.

Example

Use appropriate methods to assess client's leisure and health needs

The following is an example of a standard proforma that may be used when assessing a person's leisure and health needs.

Client name:	
DOB:	
Next of kin:	
Client biography	
Early Life	
Where were you born?	
Where did you grow up	
What interests did you have as a child?	
What did your parents do?	
Did you have pets?	
What is your favourite early memory?	
Education	
Where did you go to school?	
What year did you leave school?	
Did you do any further education?	

Example

Employment	
What jobs have you had?	
Family	
Who are/were your parents?	
Do you have siblings?	
Did you marry or have a long-term partner?	
Do you have children? If so, how many and what are their names?	
Do you have grandchildren?	
Culture/customs	
What is your cultural background?	
Do you speak a language other than English?	
Do you identify with a religion?	
Do you attend church or other religious congregation regularly?	
Community involvement	
Are you involved in any community groups or activities?	
Interests and leisure	
What are your current interests and hobbies?	
What physical activities do you participate in?	
Have you travelled? If so, where?	
Personal self-assessment	
I would describe myself as (please indicate along the line):	
Shy _____	Outgoing
Private _____	Social
Easily anxious _____	Relaxed
Cautious _____	Adventurous
Impatient _____	Patient

Example

Quiet _____ Chatty

Pessimistic _____ Optimistic

Leisure and recreation assessment

Tick the boxes you are interested in

Type of assistance required

Reading

Arts and crafts

Games

Relaxation

Music

Physical activities

Beauty

Outings

Other

Celebrations of significance

Birthdays

Christmas

Easter

Other religious/cultural celebration
(please specify)

How are you feeling about settling in?

What are your main concerns/worries?

What assistance do you think you need at the moment?

What are your main hopes and goals?

Example	Signed:	Dated:
	Supervisor:	
	Signed:	Dated:

Practice task 1

1. Give two examples of appropriate methods to assess the leisure and health needs of a person?

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2. What are two different types of observation that can be used to assess a person's leisure and health needs?

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Click to complete Practice task 1

1B Use a variety of appropriate methods to record information under the guidance of an experienced worker

To record detailed information from a person, it is necessary to use a variety of appropriate methods for recording information. The organisation in which you work will have guidelines and protocols of ways in which to record information. More experienced workers can assist with advice on how to record and appropriate methods that would suit a particular person according to their support needs.

Use guidelines to record information

Your organisation will have specific data collection procedures that comply with government, legal and ethical standards. These procedures may include double-checking the person's name, date of birth and gender, signing and dating all documents, using the correct terminology, and using appropriate medical abbreviations.

Data collection is a continuous process which means that recording must be done on a regular basis. Always check with your supervisor if there is anything you are unsure of. Although the method of recording used will depend on the individual person and the situation, there are some basic rules to follow when documenting client information. Consider the following guidelines.

Guidelines for collecting and documenting information

Record information according to organisational policy and procedure.

Use a method of recording appropriate to the person and the situation.

Be concise and brief; use factual, specific language, concrete terms and examples.

If using medical terminology, be sure you understand the terms you use; if you are unsure, consult your supervisor.

Actively listen to the clients, family members and other care workers to obtain correct information.

Keep client records confidential according to organisational protocol.

The purpose of records

When gathering detailed information about the person, keeping records is important as they synthesise the relevant information that can be used to develop a person's leisure and health program. Maintaining clear and factual records is a very important aspect of working in community services.

Records are legal documents that serve many purposes, including:

- ▶ assisting the supervisor and/or manager to review the person's progress
- ▶ assisting the supervisor and/or manager to ensure organisational policies are being followed and their needs are being met
- ▶ ensuring all staff members are accountable for their actions
- ▶ ensuring information about what preceded an incident can be obtained if an incident (injury, accident, health problem or death) occurs
- ▶ ensuring standards (government, legal and ethical) are met by the organisation.

Using appropriate methods to record information

The correct method of recording information is determined by organisational policy and procedure. If you are unsure which recording method to use, check with your supervisor. For example, in an interview with a person, you may be required to take handwritten notes or complete a standard proforma provided by the organisation. Be sure you know which method to use and, if a specific form is required, which form to use, where it is located and where it should be kept and stored when it is completed.

Consider the following when recording information.

Using software

Most organisations have record-keeping software to keep an electronic record of client information. Software is useful as it provides easy access to information, and records can be updated and maintained easily.

Record-keeping software usually stores a client's profile, including health, cognitive and emotional needs; a client's medical history; a person's next of kin (family members who are contacted in an emergency); and daily notes, which allow the supervisor to monitor and evaluate the client's progress. The software used will vary from organisation to organisation, so ensure you know how to use the software in your workplace.

Taking handwritten notes

If you are observing a client undertaking an activity, or interviewing the client or their family members, you may be required to make handwritten notes to transcribe later. If you are transcribing from your own or another person's handwritten notes or forms, make sure your transcription is accurate. Handwriting must be clear and legible so no errors are made.

Ensure all of your notes are tidy and together. This is important for client confidentiality as well as accurate recording. Notes and forms must be completed in ink, so records are permanent. If you make an error, cross it out and initial the correction. All documentation should be signed and dated.

Example

Use a variety of appropriate methods to record information under the guidance of an experienced worker

Tony McGuire is a leisure and recreation officer. Tony and his supervisor are responsible for interviewing a new client, Martha, and her son, Ronald, to determine the most appropriate leisure and health plan for Martha.



Martha is 82 and has Parkinson’s disease. She has trouble speaking and walking and often falls over. Martha’s GP has provided a comprehensive medical history and recommendations about appropriate activities for Martha such as those involving gentle physical activity, like walking and gardening, and activities that have a strong social element.

During the interview, Martha’s son Ronald does most of the talking for Martha, as she has difficulty articulating her needs. At one point, though, Martha interrupts him and tries to say that she would be particularly interested in watching musicians perform or listening to music. Tony, however, has trouble understanding Martha, and instead of clarifying with her and the supervisor or Ronald, he writes down that Martha does not enjoy music. His notes are then filed electronically into the organisation’s record-keeping software. When the health and leisure plan is being created, the RN does not recognise the mistake and so no activities involving music are included in the program. Consequently, Martha is very disappointed, but feels unable to express that her needs are not being met.

Practice task 2

Re-read the case study about Tony and Martha, then answer the questions that follow.

1. Identify two types of record keeping.

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2. Why was music not included in Martha’s program?

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Click to complete Practice task 2

1C Record information using holistic approach to health and wellbeing of clients

When collecting data about a person, you need to take a holistic approach, which means viewing the person as a whole person and taking into account all aspects of their health and wellbeing. As with all aspects of person's health, be sure to obtain factual and accurate information from a variety of sources. The more information you can obtain and accurately record, the more specific and appropriate to the person's needs the leisure and health plan will be.

Use a holistic approach

A holistic approach to a client's health considers the following.

Physical health

- ▶ You will need information about: the client's mobility, and whether mobility aids are required; vision, and whether visual aids are required; hearing, and whether hearing aids are required; illness or disease, and whether medication is required; and allergies and digestive system issues such as appetite, special dietary requirements and bowel movements.
- ▶ Appropriate health practitioners will be consulted to assess the client's physical needs. For example, a physiotherapist can provide information and recommendations about a client's mobility. All information obtained should be used to determine suitable health and leisure goals and desired outcomes. If medical terminology or abbreviations are used, be sure that the terms are correct, and that you understand all the information.

Emotional health

- ▶ A client's emotional health is very important to planning health and leisure goals and outcomes. The activities need to be appropriate for the client and fit with their emotional state.
- ▶ Activities that are too stressful for a client can have a negative effect on their wellbeing. Examples of emotional health information that may be recorded include evidence of:
 - ▶ depression
 - ▶ melancholy
 - ▶ anxiety
 - ▶ stress
 - ▶ grief
 - ▶ loneliness
 - ▶ fear.

Mental Health

- ▶ Mental health is related to emotional health, and the two often interact. Mental health refers to a client's mental stability and wellness. Some people with mental health issues have heightened emotional experiences, such as great sadness, anxiety, panic, stress, anger or manic happiness. Mental health issues are generally diagnosed by a psychologist, a psychiatrist or a general practitioner. Mental health issues include depression, anxiety, phobias, schizophrenia and dementia.
- ▶ A client's mental health will influence which activities should be included in a program, so it is vital that any mental health issues are recorded accurately when collecting client data. For example, a client with depression may struggle to participate in activities and have difficulty maintaining interest in an activity.

Spiritual health

- ▶ Spiritual health refers to the spiritual ideas or groups a person identifies with and how engaged the person is in spiritual life. A person's spiritual life or beliefs may be related to an organised religion, a philosophy, praying, meditating or engaging with a spiritual community such as a church.
- ▶ Information about a person's spiritual health is best obtained by interviewing the client or a close family member. It is beneficial to include activities that facilitate a client's spiritual beliefs and customs in the leisure and health program if spiritual belief is important to the client. Take into account that some clients may need access to a place to pray at certain times of the day, and that different religions celebrate different holidays, affecting a person's availability.

Social health

- ▶ Social health refers to a person's ability to interact with others. Issues include isolation, cultural and communication barriers, and mental health issues. Socially engaged people have been found to live healthier, happier lives. So, social activities are often recommended for people with physical, emotional and/or mental health issues. For example, people with dementia greatly benefit from social interaction as it engages cognitive functions and can minimise emotional side effects.
- ▶ Information about a client's social health may be obtained from the client, a family member or a relevant health professional such as a general practitioner or psychologist. It can also come from observing an activity in session, where you may observe that a client appears to benefit from activities with a strong social element, such as outings and games.

Cognitive health

- ▶ A person's cognitive health relates to their brain's ability to function. Cognitive health issues include memory loss, confusion, illiteracy and communication problems. Cognitive skills can decline due to disease or illness. For example, a person with dementia suffers from memory loss and confusion.
- ▶ Information should be obtained from a general practitioner, psychologist or psychiatrist. The client, family members and care workers should also be interviewed to gain a full picture of the client's level of functioning. Certain activities may benefit a client with cognitive health issues. Activities such as reading, puzzles or games can help stimulate cognitive function. However, asking a client to participate in an activity that is too cognitively challenging may cause stress for a client.

Theories of development

When you are assessing a client, it is important to consider their age and developmental stage. There have been many attempts to understand human psychological development. Here is a brief summary of some of the most famous theories.

Piaget's cognitive developmental theory

- ▶ Swiss theorist Jean Piaget (1896–1980) focused on the cognitive development of children. He saw development as a stage process, whereby one stage is completed before the individual moves on to the next stage. Piaget's cognitive developmental stages are as follows:
 - ▶ Sensorimotor stage – infants use their senses and movements to explore the world.
 - ▶ Preoperational stage – pre-schoolers use symbolic thought and play.
 - ▶ Concrete operational – school-age children use more forms of reasoning.
 - ▶ Formal operational stage – adolescents and adults employ abstract reasoning.

Freud's psychosexual stages of development

- ▶ Austrian Sigmund Freud (1856–1939) believed that mental conflicts, like anxiety, occur because a person is stuck in a particular psychosexual stage. Personality was determined by three layers of self:
 - ▶ Id – present at birth, and focuses on biological needs and impulses.
 - ▶ Ego – develops in infancy and is the conscious self, which rationalises between the id and the superego.
 - ▶ Superego – represents social values and a person's conscience.
- ▶ Freud's stages are oral (birth to one year); anal (one to three years); phallic (three to six years); latency (six to eleven years); and genital (adolescence).

Erikson's psychosocial stages theory

- ▶ Like Freud, Erik Erikson (1902–1994) was a psychoanalyst. He saw stages of development across the lifespan. He believed that at each stage of the lifespan the ego develops new skills and attitudes that form an individual's personality. The following are Erikson's stages of development:
 - ▶ Trust vs mistrust (infant)
 - ▶ Autonomy vs shame and doubt (toddler)
 - ▶ Initiative vs guilt (early childhood)
 - ▶ Industry vs inferiority (middle childhood)
 - ▶ Identity vs confusion (adolescence)
 - ▶ Intimacy vs isolation (young adulthood)
 - ▶ Generativity vs stagnation (middle age)
 - ▶ Integrity vs despair (old age)

Vygotsky's sociocultural theory

- ▶ Russian theorist Lev Vygotsky (1896–1934) took a cultural perspective and chose to focus on how cultural beliefs, values and customs of a social group are referred to the next generation. He described learning as a social process and that social interaction plays a critical role in the development of cognition. Vygotsky believed everything is learned on two levels; first through interaction with others, and then through integration into the individual's mental structure. His main emphasis was on social interactions with:
 - ▶ immediate family (parents, caregivers and siblings)
 - ▶ extended family
 - ▶ society
 - ▶ institutions.

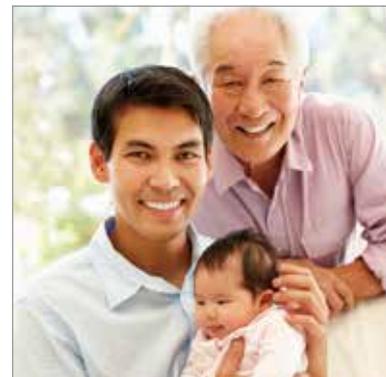
Bronfenbrenner's ecological systems theory

- ▶ Urie Bronfenbrenner (1917–2005) took into account a person's social context. He identified five environmental stages that a person interacts with:
 - ▶ Microsystem – groups and institutions immediate to the person.
 - ▶ Mesosystem – relationships between people and their contexts.
 - ▶ Exosystem – relationship between the individual and a context they don't have a personal involvement in (for example, a mother loses her job and this affects the child).
 - ▶ Macrosystem – cultural context a person exists within.
 - ▶ Chronosystem – sociohistorical changes and occurrences (for example, divorce rates at a particular time in a social context).

Developmental needs

Regardless of the theory that is used to describe development, what is important is that at each developmental stage, there are specific needs that people communicate using cues specific to their developmental stage. For example, adolescents have a strong need to be accepted by their peer group and will enact this need using certain behaviours. Although there are common needs and common ways of communicating these needs, it is important to remember that needs and communication strategies vary from person to person, and may change throughout a person's lifespan.

Sometimes developmental stages are not met at an expected age, or a person's development is delayed or restricted. This can result in a disability – physical, emotional or cognitive. When you are assessing a person's needs, consider their developmental needs and any special needs they may have.



Example

Record information using holistic approach to health and wellbeing of clients

Dat is a 15-year-old boy of Vietnamese descent. He recently emigrated from Vietnam to live with his aunt and uncle as both of his parent recently died. He has been extremely quiet and non-communicative for months.



Dat has recently received funding to meet his support needs as he has a cognitive impairment and requires assistance to perform his daily needs such as eating and showering and getting dressed. The family would like to see Dat participate socially and be involved in the Vietnamese community like he used to before his parents died. When assessing Dat, he tells them he likes to kick the soccer ball and used to enjoy cooking with his mother.

The assessment team records this information and recommends to the recreation officer that Dat be offered soccer practice and cooking classes to be included in Jonah’s leisure and health program.

Practice task 3

1. List the various aspects of health that should be considered in a holistic approach to health.

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2. Why it is important to consider a person’s developmental needs when gathering information about a person?

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Click to complete Practice task 3

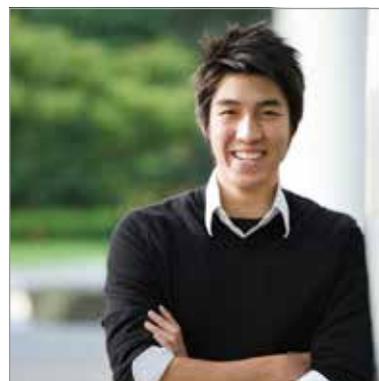
1D Participate in the analysis of information gained to identify individual strengths, needs and interests

As part of a team, you will participate in analysing the data collected about a person's needs. You will need to identify their strengths, needs, interests and preferences to enable you to design an appropriate program.

Identify strengths, needs, interests and preferences

The community services industry bases its current practice on treating the person as an individual who is empowered and enabled. This means that people can take control of their own lives and make decisions around the care and support they want to meet their needs.

The approach to empowerment means that your work should always be based on 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.



In disability care, for instance, the social model of disability underpins current practice. The social model does not consider that the person with a disability has a problem; rather, it suggests that a person's ability to participate is limited by decreased access to and segregation from the wider community. The model treats all people as independent, capable and empowered. As you and the assessment team work through the information obtained about a person, you should determine what their strengths are, and incorporate them into the program.

A person's interests and preferences for particular activities should always be taken into account and recorded, and used to develop activity plans and programs to meet the person's needs.

Example

Identify individual strengths, needs, interests and preferences

Merv Lindsay, a man in his 70s, is legally blind due to the onset of macular degeneration. He has recently gained access to funding for a service to enable him to live independently. Assessment team members from the organisation interview Merv about his condition, his skills and his abilities. Merv's general practitioner is also consulted, who provides a medical history and information about Merv's current health status. It appears that apart from visual impairment, Merv is in very good health.



When asked about his interests, Merv tells the assessor that he enjoys outdoor physical activities, and that before his sight deteriorated, he particularly enjoyed fishing and bicycle riding. The team discover in the interview that Merv also liked reading novels and magazines and watching television, and that he misses these activities. Merv also states that he likes to attend his local Catholic Church every Sunday, as many of his friends attend the same church. He also has a number of friends and relatives living in the same town, who he can call on for company and support.

Before he retired, Merv was a banker and loved working with numbers. During his employment, he made a number of property investments, including a hobby farm outside of Canberra, where he grows apples and oranges. However, since developing macular degeneration, Merv has not been able to do any work on his place, and is concerned about the state of his fruit trees.

Merv is generally able to live independently, although he has trouble preparing food, so often orders takeaway meals to be delivered to his home. Consequently, he has put on 10 kilograms in recent months, which is also due to his decreased level of physical activity.

Practice task 4

Re-read the case study about Merv, then complete the following table to show how you could incorporate Merv's strengths into a suitable health and leisure program.

Strength	Analysis	How the strength can be incorporated into a leisure and health plan

Strength	Analysis	How the strength can be incorporated into a leisure and health plan

Click to complete Practice task 4

1E Observe and record and maintain confidentiality

Gathering information and recording a person's strengths and needs must be completed in accordance with the organisational and legislative requirements for confidentiality and privacy. Information regarding a person's health and/or personal information must not be shared with others without the person's consent and only those who are authorised should have access to this information.

Maintain confidentiality

Confidentiality is a crucial factor when working in the community services sector. It refers to a person's right to privacy. As a support worker, you often have access to privileged and sensitive information about the people you work with. The way confidential information is handled should reflect the person's right to privacy.

All information is private, and only the healthcare team and people involved in the care of the person should have access to the information. Confidentiality provisions restrict an individual or organisation from using, storing and disclosing information about a person that is outside of the scope for which the information was collected. Confidentiality refers to both written and verbal information. Information relating to people must be securely stored, with access limited to those working directly on the case, according to organisational policy and procedure.

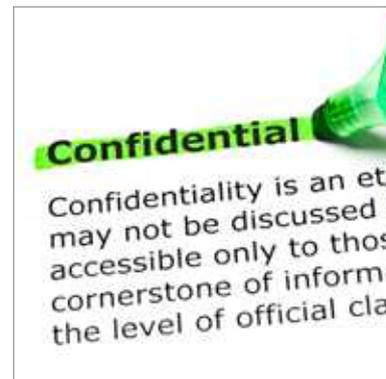
To share information with other services, you need to obtain the person's written consent. Confidentiality means that support workers must have a reasonable purpose for collecting, storing, accessing and distributing information about a person. Organisations and workers must also not collect generalised information without an implicit reason.

Confidentiality is an important aspect of duty of care to ensure the safety and wellbeing of people in receipt of their services – this includes securing their personal information.

Obtain permission

You should first ask the person and/or your supervisor which family members should be consulted and what information can be discussed before gathering and recording information. Depending on the situation, the age of the client and the ability of the person, the parent or guardian may be responsible for providing and accessing personal information about the person.

A guardian is a responsible person appointed in lieu of a parent. Note that a family member or guardian may have power of attorney, which means they have been legally permitted to make decisions or act on behalf of a person, if the person has been deemed not competent to make their own decisions.



Here are some basic rules to follow:

- ▶ Respect a client’s right to privacy.
- ▶ Do not talk about a client in public.
- ▶ Do not talk about a client to someone who is not involved in the client’s care and who is not authorised to know personal information.
- ▶ Ensure all documentation on the computer is saved and the file is closed when you have finished using it.
- ▶ Always log out from computer systems.
- ▶ Keep all passwords and usernames secret.
- ▶ Ensure all paper documentation is filed correctly, the filing cabinet is locked securely and access to the key is limited.

Example **Observe and record and maintain confidentiality**

Bobby has recently started working at an organisation that supports people with disabilities. This is his first position in the community services industry. During each shift, Bobby is asked to complete the daily progress notes about the clients he supports in the group home. One afternoon, Bobby is rushing to leave work. In his haste, he leaves the file of a client, Patrick, open on the reception desk.

Shortly afterwards, a family member comes to visit her father, passes the desk and sees Patrick’s file. She stops to look at the file and realises that Patrick is the man sharing her father’s room. From the file, she learns that Patrick has a mental illness. When she sees her father she mentions this to him, and her father immediately becomes agitated, saying he didn’t know this about Patrick, and that he should have been told. In this case Patrick’s confidentiality has been seriously violated by Bobby’s careless mistake.



Practice task 5

1. What should you do with completed documentation that is paper based?

2. Before discussing information with a person's family member, who should you speak to first and what should you ask them?

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Click to complete Practice task 5

Summary

1. Consult your supervisor to clarify the most appropriate method to use for the individual situation.
2. Use a variety of methods to record a person's needs
3. When obtaining information about a person's needs, interests and strengths, use a holistic approach, focusing on physical, cognitive, mental, social and spiritual information.
4. Refer to the organisation for specific data collection procedures that comply with government, legal and ethical standards.
5. At each developmental stage, there are specific needs that people communicate.
6. An important step when planning a program is to analyse information obtained to determine strengths, needs, interests and preferences.
7. All client information and documentation must be kept confidential when creating or accessing records or documents.
8. You should first ask the person and/or your supervisor which family members should be consulted and what information can be discussed before gathering and recording information.

Learning checkpoint 1

Gather and record detailed information about clients

This learning checkpoint allows you to review your skills and knowledge in gathering and recording detailed information about clients.

Part A

1. What methods can be used to assess leisure and health needs of a person?

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2. What is the purpose of recording detailed information about the person?

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3. What are three guidelines when recording client information?

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4. What is meant by recording information using a holistic approach to health and wellbeing?

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5. Why is it important to analyse information about a person before developing a program?

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6. Provide an explanation of what it means to maintain confidentiality while observing and recording?

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Part B

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

Case study

Dina is an older person who has recently moved to an aged care home. In the past two years, Dina has experienced much loss with the sudden death of her husband and the prolonged death of her only child to cancer. Dina has no other family nearby and no close friends in the community as she always kept to herself.

At a recent assessment, Dina was diagnosed with depression, brought on by the deaths of her husband and daughter. Dina finds it very difficult to get out of bed in the morning and face another day, and says she has no interest in participating in activities with other residents. The support workers observe that Dina does not enjoy any skill-based activity or recreation.

Some mornings, she locks herself in her bathroom to avoid contact with the support workers. Physically, Dina has put on a lot of weight since she moved to the aged care home. At a recent GP appointment Dina was told she is now in the obese weight range and that her symptoms indicate depression. The GP has also referred Dina to a psychologist for counselling.

You are part of an assessment team that is gathering information about Dina.

1. Identify current documentation practices and expectations that should be followed when compiling information about Dina’s situation.

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2. Describe an assessment processes and relevant data collection tools and methods that could be used.

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3. What are some basic rules that should be followed to ensure the person's privacy?

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Topic 2

In this topic you will learn how to:

- 2A Use a consultative approach based on the client's leisure and health needs assessment**

- 2B Identify and include a range of resources and ideas to meet the client's leisure**

- 2C Identify and include ways in which the health, wellbeing and abilities of individuals are enhanced**

- 2D Incorporate the additional and specific leisure and recreation needs of clients**

- 2E Assist with the documentation of an individual program plan for clients based on information gathered**

Participate in the design of individual program plans

It is important to gather accurate information about the person to assess their needs, strengths and interests and then analyse this information effectively. This information must then be used to assist in designing a leisure and health program that suits the client's needs.

The planning of the leisure and health program is an essential part of its development and implementation. Planning should include determining whether the plan is going to be suitable for the client, as well as whether the program is achievable within organisational constraints.

2A Use a consultative approach based on the client's leisure and health needs assessment

Gathering information about the client's health and leisure needs is an important aspect of designing a leisure and health program for a person. Every person has individual needs, strengths and interests. Once this preliminary work has been done, this information can then be used in a consultative approach with others, to design an individual program.



Use a consultative approach

Research and consultation play a key part in program development. Health practitioners, leisure and health professionals and relevant others should be consulted during each of these steps, in order to increase the quality, safety and relevance of programs. A support worker should discuss or consult with key stakeholders involved in the person's leisure and health assessment to gain a thorough understanding of their needs. Stakeholders should include the person and may include the person's family members or carers, health practitioners, leisure and health professionals and relevant others to increase the quality, safety and relevance of programs.

Leisure programs need to:

- ▶ address the needs of the individual
- ▶ meet individual needs in accordance with research
- ▶ increase participation in existing programs
- ▶ include active and passive activities
- ▶ include physical, mental, emotional, social and spiritual activities
- ▶ address barriers to participation using various strategies
- ▶ be initiated by the organisation, community groups, other organisations or the community
- ▶ respond to social, economic and demographic change.

Research to match leisure needs

It is important to stay up to date with current trends and research when designing individual program plans. Part of the consultative process is to research the most suitable activities and programs to suit a person's needs. The planning team may have some ideas and be able to direct you to current research.

Research provides insight into the most suitable activities for particular needs, and should be based on large samples and specific data. The organisation you work for will have access to current research and practices. Speak with your supervisor about what research is available and what is most relevant to your clients' needs



Active and passive activities

Most organisations will already have activities established; for example, there may be yoga groups, and music and singing classes. Include a combination of active and passive activities in the person’s program as it is important to provide variety and to meet the person’s holistic needs. Active activities involve some form of physical exertion and passive activities promote quiet and relaxing atmosphere. Passive activities can be cognitively stimulating. Here are some examples of active and passive activities.

Active	Passive
▶ Team sports	▶ Watching television
▶ Exercise classes	▶ Doing puzzles or playing board games
▶ Dancing	▶ Listening to music or the radio
▶ Outdoor recreation activities like hiking or orienteering	▶ Meditation
▶ Outings such as walks and tours	▶ Reading
▶ Skill-building activities, such as shopping and then cooking a meal	▶ Undertaking discussion with others

Strategies to address barriers to participation

An important aspect to consider when planning activities is whether there are any barriers that may prevent a client from actively participating. Barriers can be actual; for example, physical barriers or language barriers, or perceived; those that are imposed by society, including discrimination and segregation.

A leisure and health program needs to have strategies in place to address any barriers to participation so the client can be involved in the most suitable and appropriate activities that meet their needs.

One such strategy is to develop a checklist that includes potential barriers – image you are a person with a disability and see if the activity enables a person to fully participate. Another method is to run through an activity before it is actually undertaken by anyone to identify any problems. Always follow your organisation’s procedures in relation to addressing barriers and, if you are not sure how to overcome a barrier, ask your supervisor or other key stakeholders for advice.



Activities directed towards the person

Activities directed towards a person’s needs usually address skill building, improve physical function and offer emotional, cognitive and social advantages. For example, a knitting group for older people provides a gentle activity that builds skills, utilises cognitive function and has social advantages. Activities designed especially for people

with dementia have a lower cognitive requirement so as not to distress a person, but gently stimulate cognitive functioning and have a social element; for example, looking at remembrance books.

It is important to incorporate activities that are directed towards the general community, and not only those specifically designed for a person with a disability or an older person. These could include attending a gym, attending social events in the community or participating in community team sports. Engaging with the community is an important aspect of leisure and health programming.



Activities initiated by stakeholders

Activities can be delivered by a care facility, leisure and health organisation, community group, council- or government-run centre. They are also run by community leaders and decision-makers. This enables the person to have contact with a range of people and to have the opportunity to engage in a wide range of activities. The person or organisation that offers the activity may only offer certain activities specific to their philosophy or purpose; for example, a weekly cooking class run by members of the local Italian community may focus on preparing Italian food, whereas a cooking class offered at a local recreation centre may focus on quick and healthy meals. Ensure you understand who is offering each activity and their reasons for offering it.

Activities that respond to change

It is important that activities respond to social, economic and demographic change, to make them as relevant as possible for the people you support. One example of this is giving older people the opportunity to learn how to use new technology, such as computers and mobile devices. Social change may involve a person from a multicultural background integrating into the community by learning English. Arts and craft or music classes may also respond to social and demographic change. For example, themes may address social issues such as drought or bushfires or current political issues. It is important to be responsive to change to ensure the person is always offered activities that meet their interests and needs.



Example

Use a consultative approach based on the client's leisure and health needs assessment

John has an intellectual disability, which limits his verbal and motor functioning. John loves playing football, and his parents have requested an interview with the assessment team to see if John can join a local football team. As John and his family live in a small country town, there is only one football team for John's age group. The disability organisation's team leader, Jas, contacts the manager of the football team and tells him that John would like to join the team. The manager says he is unsure if John will be able to join. He says he'll speak to the coach and get back to them.

The following week John and his parents meet with the leisure officer, coach and the football club manager. They discuss ways that John can participate, and decide that the best way is for John to initially attend one training session each week, as it fits in with his schedule. They have the overall goal for John to be able to play in a match the following season, which begins in six weeks' time.

Practice task 6

1. Give three examples of stakeholders you should consult with when planning a program.

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2. What is the difference between an active activity and a passive activity? Give three examples of each.

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Click to complete Practice task 6

2B Identify and include a range of resources and ideas to meet the client's leisure

Before designing an individual program plan, it is necessary to include a range of resources and ideas that meet the person's needs. These must be based on their lifestyle and social context and is relevant to the individual and their community in which they live. A variety of leisure experiences is going to be important to maintain motivation.



Variety of leisure experiences

It is important to consider a variety of leisure experiences. These can include a combination of interest areas such as art, music, sport and craft. A variety or combination of activities and programs is likely to meet the holistic needs of a person. Each activity will have its benefits to every person.

Art-related leisure experiences can be an important part of a person's life as it helps one to relax and rejuvenate, so they are ready to pursue obligations and commitments. Art as a form of leisure can build self-identity and self-esteem and foster a general sense of wellbeing.

Listening to and participating in music as a form of leisure activity has positive cognitive and social benefits.

Sport related leisure experiences provide opportunities to engage with the community, which is an important aspect of leisure and health programming. Sport related leisure experiences could address skill building, improve physical functioning and have emotional, cognitive, mental and social advantages. Participating in outdoor activities has many physical benefits including exercise and safe exposure to sunshine. These have been found to benefit mood and emotion, mental states and vitamin D levels, and are important for happiness, bone strength and cell production.



Craft is a leisure activity that involves skills in doing or making something. Craft related leisure experiences can be a gentle activity that builds skills, utilises cognitive function and has social advantages. It overlaps with art, design, and fashion. Consequently craft is varied and can be undertaken individually or as part of a group, and with a range of different materials.

Benefits of leisure experiences

Here are some additional benefits and examples of activities.

Art-related leisure experiences

- ▶ Art is beneficial as it can provide an opportunity for the expression of feelings, builds a sense of community, incorporates different cultures, encourages a sense of fun, and allows creative thinking.
- ▶ Some examples of art related leisure experiences include:
 - ▶ drawing
 - ▶ painting
 - ▶ needlework
 - ▶ knitting
 - ▶ craft
 - ▶ art gallery visits
 - ▶ theatre visits
 - ▶ poetry
 - ▶ scrapbooking.

Listening to and participating in music

- ▶ Some benefits to music include that it allows for self-expression and socialisation, increases positive social behaviours and cognitive function, promotes creativity which can improve one's mental state, and provides an atmosphere conducive to physical, mental, emotional and spiritual healing.
- ▶ There are many types of music related leisure experiences including:
 - ▶ singing
 - ▶ dancing
 - ▶ playing an instrument
 - ▶ going to the theatre
 - ▶ relaxation/ meditation to music
 - ▶ attending church.

Craft as a leisure activity

- ▶ Some of the benefits of undertaking craft include that it promotes social interaction as it can be undertaken individually or as part of a group. Craft enhances creativity, allows for the expression of emotions, promotes concentration, connects individuals to the broader community and can be undertaken indoors. Completing a task can build a sense of achievement and self-esteem.
- ▶ Examples of craft related activities include:
 - ▶ drawing
 - ▶ painting
 - ▶ sewing
 - ▶ scrapbooking
 - ▶ embroidery.

Sport related leisure experiences

- ▶ Sport is beneficial as it provides opportunities to build friendships with others in a local area, and provides opportunities to build communication skills with familiar and non-familiar people. Participating in sport related leisure activities is skill-building and confidence boosting.
- ▶ Examples of sport related leisure experiences include:
 - ▶ swimming
 - ▶ aqua aerobics
 - ▶ lawn bowls
 - ▶ bicycle riding
 - ▶ yoga
 - ▶ walking
 - ▶ attending the gym
 - ▶ exercise groups
 - ▶ outdoor recreation like fishing and camping.

Use a range of resources and ideas

Ideas and suggestions for program planning should come from a variety of sources, such as client assessments; colleagues; resource workers in your network; workers in other services; newsletters, magazines and articles; publications; and professional bodies. Consider the following.

Client assessments

Use client assessments to determine each client's specific needs, strengths and interests. Speak with the person about what activities are interesting and beneficial to them. Consider the active and passive activities that can meet these needs to ensure the program is relevant.

Colleagues

Consult with your colleagues about which activities are suitable for the person and reflect the person's needs. Consulting with colleagues can provide a broader perspective. A carer who works regularly with the person, for instance, may observe that the client talks frequently about books she enjoys reading. This may help the planning team in designing activities.

Resource workers in your network

You can contact a resource worker to get ideas for activities that may help you design your program. For example, they may have knowledge of community-based activities that occur in your local area.

Workers in other services

People often have dealings with a few different services or have been involved in them in the past – these services will have information about the person. Other services that may be useful include skill-building organisations or community-based services like the Salvation Army. Workers may also be from other services within your organisation, such as respite services.

Newsletters, magazines and articles

Newsletters, magazines and articles often provide current and relevant ideas for suitable activities based on research, experience and industry standards. They are usually sector specific. For example, *Aged Care Insite* and *Hospital & AgedCare* magazine.

Publications

Publications, including books or research that has been collated, can be very useful in program planning. Consider also the many publications that are available online (to read or purchase), often through professional body websites, government websites and universities.

Professional bodies

There are bodies for each area of community services including diversional therapy, aged care and disability care. Consult your professional body to gain ideas for suitable activities. Links to the professional body and their relevant resources can be located on the internet. Some professional bodies produce publications, such as newsletters, magazines and research.

Consider the social context

There are number of considerations when incorporating a person's social context into the design of a program. These factors incorporate and consider the person's life experiences and how they may relate to their leisure needs. These considerations include the following.

Geographical context

- ▶ The geographical context will determine a person's access to and the type of activities available. It may also affect the funding a person receives. Consider the client who lives in inner-city Melbourne. This person will have access to a range of sporting and cultural activities, but may have limited access to activities that involve the natural environment. Use the context to source appropriate activities; if a person lives near the coast, they may be able to visit the beach, whereas a person who lives in a remote area may instead access a community-based sport club.

Community groupings, alliances and conflicts

- ▶ Australia has a multicultural society made up of many different social, cultural and religious groups living side by side. This often means that a person identifies strongly with one community group but not another. When planning a program, consult with a client or their family members to determine whether the client has a particular alliance to a community group or organisation, be it religious, cultural or interest based. The client may also have a conflict with a specific group or organisation. You should consider the individual's context and how it fits with existing community-based and general activities. If there is a conflict, speak with your team members and the client to find a solution.

Historical context of community

- ▶ A person's historical context includes significant events in their past that may affect how they experience events in the future. An Indigenous Australian client may have been a member of the stolen generation. They may therefore be particularly sensitive to issues relating to the event. They may be involved in campaigns related to people who were affected by the events of the stolen generation. The historical context may determine whether a person is able to participate in an activity. It may also help inspire the type of activities a person likes to be involved in. Engaging with certain aspects of one's historical context can be confirming and increase self-identity. Be mindful of the client's requirements and sensitivities.

Social context

- ▶ Social context refers to how a person responds to other people and their actions, in their environment. Some mental illnesses can affect a person's ability to be engaged socially; for example, crowds and noise may provoke anxiety. Social skill-building activities that consider the person's needs and requirements may be incorporated into the program. Depression is another mental health issue that often causes people to become isolated, as they have trouble functioning and withdraw from social situations. Socially engaging activities may or may not be suitable, depending on the client. You must therefore carefully consider the client's health needs and respond to their sensitivities. All the relevant information about the client's health and needs can be obtained from the assessment records.

Cultural context and identity

- ▶ Cultural context is linked to historical context and relates to a person's upbringing and background. Cultural context may inspire the inclusion of culturally relevant activities. Consider the languages they speak; their historical background; the community groups they have an alliance with; the sports, art, craft and music they enjoy; and their religious beliefs.

Use appropriate facilitation techniques

As a facilitator or program co-ordinator, you will be leading the activity. How independent you are as a facilitator and the types of skills you require will depend on your organisation and the needs of the people you work with. You may be able to source volunteers or specialised facilitators to help you run a program. You may also be able to access leadership and facilitate training. Discuss the available options with your supervisor.

As a facilitator, you will need to:

- ▶ effectively communicate with people about their needs, strengths, interests and preferences on the day of the activity
- ▶ speak clearly and face the person when facilitating so they can see your expressions and gestures
- ▶ ensure the environment is safe and comfortable
- ▶ ensure that everyone's needs are being met
- ▶ be inclusive of everyone's needs and abilities, reflecting non-discriminatory practices and regulations
- ▶ ask for input and suggestions from people
- ▶ involve people in all aspects of the activity by giving appropriate instructions, asking for suggestions and listening to feedback.

Use appropriate motivational techniques

It is essential that a worker understands what motivates people to be involved in a leisure activity. Three important aspects of motivation include: the participant's belief about their ability in the activity, social support and enjoyment.

Motivational techniques include:

- ▶ addressing the needs of the individual, including physical, emotional, mental, social/spiritual and cognitive needs
- ▶ using a range of resources and ideas
- ▶ using a variety of experiences to help engage a person's interest (experiences can be familiar or unusual, special events, structured or unstructured, indoor or outdoor, busy or quiet, surprising or planned and predictable, challenging or confirming)
- ▶ enhancing the person's health and wellbeing by building upon their strengths
- ▶ incorporating the person's life, development and social context
- ▶ making activities fun
- ▶ using praise and positive reinforcement and recognising achievement
- ▶ setting challenges for all levels of ability
- ▶ providing a supportive environment.

Example

Identify and include a range of resources and ideas to meet the client's leisure

Su-ling Mae works as a leisure officer for an aged care facility and is responsible for coordinating activities for the residents. Su-ling has programmed a range of activities to suit different clients' needs. In the mornings, at least two activities are available, including visits from volunteers and a musical performance or craft session. In the afternoon, skill-building sessions or physical recreation, like yoga or water aerobics are offered. From month to month, Su-ling revises the program to ensure it suits the current residents' needs and alters the activities to maintain clients' interest. She uses a range of sources for ideas of suitable activities – she subscribes to an online aged care magazine and a diversional therapy publication and receives weekly updates from these publications. Su-ling talks with the people about their own interests and needs and with her colleagues at regular team meetings. Su-ling also likes to talk with the organisation's volunteers, who often have very practical and useful activity ideas to offer. Su-ling never runs out of ideas of interesting activities to run, as there are so many resource options available.



2C Identify and include ways in which the health, wellbeing and abilities of individuals are enhanced

Different activities can enhance different aspects of a client's health. Always consider the health needs of a person and any limitations there may be so as not to develop activities that may be detrimental to a client's health.

You may notice that activities can benefit and enhance several aspects of a person. A good program will address all aspects of a person and take a holistic approach. For example, relaxation can help mental, emotional, cognitive and spiritual wellbeing. Physical activities also have physical, emotional, cognitive and mental benefits. Consider the client's needs, strengths and abilities to shape the activities in the program. Some activities will enhance abilities and health and meet more than one need. A good program will address all aspects of a person and take a holistic approach.



Enhance a client's abilities

Leisure and health programs provide a great opportunity to enhance a client's skills and abilities. Skill building may be targeted or it may be incidental. Incidental skill building occurs if ability enhancement is a side effect of the activity, while some activities may be designed specifically to enhance certain skills. Cooking classes or language classes are good examples. For instance, a client who attends classes and engages in community groups may be learning social skills and broadening their social circle while participating in the activity.

Here are some examples of the types of activities that may enhance abilities.

Physical activities that enhance abilities

- ▶ Exercise groups and independent exercise
- ▶ Team sports
- ▶ Walks and gardening
- ▶ Outdoor recreational activities, such as fishing
- ▶ Nutrition-focused cooking classes
- ▶ Therapeutic exercises prescribed by a physiotherapist

Emotional activities that enhance abilities

- ▶ Reading groups
- ▶ Meditation and yoga
- ▶ Relaxation
- ▶ Tai chi
- ▶ Physical activities
- ▶ Outdoor recreation

Mental and cognitive activities that enhance abilities

- ▶ Reading groups
- ▶ Meditation, yoga and tai chi
- ▶ Relaxation
- ▶ Physical activities and outdoor recreation
- ▶ Social activities
- ▶ Playing games and puzzles

Social activities that enhance abilities

- ▶ Games
- ▶ Social outings
- ▶ Visits from schoolchildren
- ▶ Animal interaction
- ▶ Employment and assigned responsibilities
- ▶ Team involvement

Spiritual activities that enhance abilities

- ▶ Meditation
- ▶ Yoga
- ▶ Prayer
- ▶ Study and discussion groups
- ▶ Attending religion-based community events
- ▶ Attending worship services, such as at a church, temple or mosque

Example

Identify and include ways in which the health, wellbeing and abilities of individuals are enhanced

Victor is a primary school teacher, who has 10-year-old Max in his class. Max has Asperger's syndrome, which manifests in social difficulties, repetitive behaviours and obsessions. Max has trouble making friends and finds it hard to empathise with and understand other people. Consequently, he nearly always plays alone. Max is very interested in motors – cars, tractors, planes, trains – to the point where he can't focus on anything else.



Victor and Max's case manager, Margaret, are putting together an appropriate program of activities for Max to be involved in during recess and lunch breaks and after school. Victor has read that one of the most beneficial approaches to Asperger's syndrome is to look at what the client is most interested in and try to focus on their interests and abilities. Victor and Margaret arrange for Max to go on an after-school excursion to the transport museum once a month.

They have also discovered that one of the teachers at school is very interested in motor mechanics, and he has agreed to spend one lunch break with Max each week. Max is also put in charge of sorting books that relate to motor mechanics and transport in the school library. He says he enjoys this responsibility.

Margaret and Victor are also interested in involving Max in some social activities that can help enhance his social interactions. Max is assigned a buddy from a Year 6 class, who spends one lunchtime with Max each week. Max is also asked to be the buddy for a boy in Year 1, where he needs to catch up with his buddy twice a week to see how he is going with school. Max often helps his buddy with reading and puzzles and takes him to the library. Max also joins the swimming team, who swim two afternoons a week. Max enjoys swimming and benefits from the physical activity.

Practice task 8

Re-read the example about Max, then design an activity program for him by completing the following table.

Health and wellbeing needs	Activities that enhance health and wellbeing	Abilities	Activities that enhance abilities
Physical			
Emotional			

Health and wellbeing needs	Activities that enhance health and wellbeing	Abilities	Activities that enhance abilities
Mental			
Cognitive			

Health and wellbeing needs	Activities that enhance health and wellbeing	Abilities	Activities that enhance abilities
Social and/or spiritual			

[Click to complete Practice task 8](#)

2D Incorporate the additional and specific leisure and recreation needs of clients

A person working in the leisure and recreation sector needs to consider the needs of the person they are supporting while reflecting and considering the philosophy and goals of the service organisation in which they are working. There is also legislation that determines operations and inclusion of people in health and leisure activities.

There are a number of theories and principles that determine the way programs are planned and delivered that aim for inclusion of everyone. Programs can be designed to meet the additional and specific needs of people – particularly those with complex needs.

Inclusion

Inclusiveness involves supporting each individual person to belong, participate, access opportunities, be recognised and valued. Theories of inclusion means taking particular care to accommodate everyone's needs to ensure activities are suitable and relevant for everyone. These principles recognise that everyone can contribute and feel connected to their community. Community programs and activities are important and participation is valued.



Non discriminatory practices

Non-discriminatory practices means that activities are inclusive of all client's needs and abilities. The activities you have planned must consider the needs of each individual who is participating. It is a legal and ethical requirement that all people are included in activities as far as practicable. All people have a right to equality and to be treated fairly.

At times, some people may discriminate against another person. To discriminate means to treat someone unfairly or favour others. This may occur when there is a mix of cultures and when people don't understand cultural differences. People with disabilities may also be discriminated against. Discrimination is never acceptable behaviour and is against the law.

Organisations providing leisure and recreation services, like all community services, must promote equality for everyone. It is unlawful to discriminate against people on the basis of age, gender, ethnicity, disability or impairment, marital status, sexual preference, or political or religious beliefs.

Acts that apply to the community services sector include:

- ▶ *Age Discrimination Act 2004* (Cth)
- ▶ *Racial Discrimination Act 1975* (Cth)
- ▶ *Sexual Discrimination Act 1984* (Cth)
- ▶ *Equal Opportunity for Women in the Workplace Act 1999* (Cth)
- ▶ *Disability Discrimination Act 1992* (Cth)

Segregation

Segregation is the opposite of inclusion. The separation of people should not occur in leisure and recreation programs. Examples might be that a group of boys from the same ethnic group should always be grouped together for games, or males and females are separated and only offered gender stereotyped activities.



The act or practice of segregating or setting people apart from the main body or group because of their gender, ethnicity, race or religion could be against the law and seen to be a form of discrimination. Organisations should discourage this and have policies of inclusion in operation. Some argue there is still a degree of segregation in leisure and recreation when activities are run with specific groups of individuals rather than integrating individuals into mainstream community activities. An example might be that a group of people with Downs Syndrome always play basketball when no one else in the community is attending the sports centre.

Reflect the philosophy and goals of the service

When designing an appropriate program, you must address the philosophy and goals of the service. A service philosophy refers to the principles, values and beliefs that underpin all aspects of an organisation's operations. The goals of a service refer to what the service sets out to achieve.

The philosophy and goals of a service vary depending on whom the service is for, its geographical location and the funding it receives. Talk to your supervisor to understand the specific goals and philosophies of the service you work for. Generally the philosophy and goals of a service provider reflects the high standards of service required by a particular community services sector. For example in the mental health sector, the residential aged care sector and the disability sector, there are standards that outline the level of service a person should receive. These standards are regulated, which means they are measurable in audits and can affect future funding arrangements. These standards reflect certain principles of equality and inclusion and reflect particular laws that protect the rights of people in Australia.



Theories of integration

Integration theories originated in the disability sector when there was a review and change in the way people with disabilities were viewed. This occurred in the USA during the 1980s and spread to Australia soon after. The person-centred approach changed the service delivery to people with disabilities and gradually moved societal attitudes from segregation to integration into society.

The theory is not about giving a person autonomy but more about removing barriers to full participation in the community. Barriers can be attitudinal, physical and/or communication. It is a 'rights-based' philosophy that seeks to ensure that each person with a disability receives the support that they need – and has control over that support– to enable them to live their lives as fully and as equally as possible to other members of the community.

An important principle of leisure and community services is to always use a person-centred approach to leisure programming. This approach means getting to know the person as an individual and respecting a person for their values, needs and individual preferences. Person-centred care aims for a partnership and teamwork between the person, their family and the professional care team offering support. The person should be at the centre of the decision-making wherever possible and the leisure services should revolve around the person rather than the other way around. It is important to integrate these principles with the person's individual needs and abilities.

How activities can integrate key principles of integration

Person-centred approach

- ▶ Consult with the person about their abilities, needs and preferences.
- ▶ Consider the person as an individual.
- ▶ Give the person a voice by valuing their opinions.
- ▶ Include activities that suit the person's needs and consider their wishes and opinions.

Empowerment

- ▶ Offer the person choice and autonomy when designing a program.
- ▶ Consider activities that enhance their abilities, match their preferences and meet their needs.

Respect

- ▶ Treat the person with respect and involve them in the program design.
- ▶ Treat all information as confidential.
- ▶ Ensure activities are relevant to the person.

Cultural diversity

- ▶ Respect the person's cultural background.
- ▶ Enable the person to remain connected to their cultural community.
- ▶ Provide activities that meet cultural needs.

Identify complex needs

When assessing the needs of a person, considering the developmental stage and their age are important. This generally will be considered in the initial stages when information is first gathered to assess leisure and recreation needs. The theories of Piaget, Freud, Erikson and Vygotsky outline stages of human psychological development. Regardless of the theory that is used to describe development, what is important is that at each developmental stage, there are specific needs that people communicate using cues specific to their developmental stage. Needs change throughout the life span and the skill of a leisure worker is to recognise there are common needs and common ways of communicating those needs but they vary from person to person.

Sometimes developmental stages are not met at an expected age, or a person's development is delayed or restricted. This can result in a disability – physical, emotional or cognitive. Sometimes a person has several disabilities or complex needs.

Build on the strengths of complex needs clients

Understanding the specific implications of various conditions and complex needs helps you integrate the person into leisure activities in a safe and appropriate way. Your skills and knowledge can greatly influence the attitudes of others and the person's ability to safely access the activities of their choice.

Although it is important to avoid preconceived ideas about what a person with complex needs will require, it is reasonable to ask questions of the person and their support network to make sure you understand their needs.

It is very easy to base decisions and ideas about a person on stereotypes rather than facts, so it is important to remember that everyone is different. Take the time to read care plans and case notes, talk with the person and their families and make objective, informed decisions based on real information. By doing so you ensure that you meet the needs of the person and set the scene for them to experience success and satisfaction when engaging in recreation and leisure activities.

Here are some examples.

Multiple service types

Explanation:

- ▶ The person may use several different types of services, such as those to meet medical, allied health, community access, respite and transport needs.

Example:

- ▶ A client who has diabetes and recently had one leg amputated below the knee requires support from their GP, medical specialist, diabetes educator, physiotherapist, podiatrist and community access worker.

Physical disabilities

Explanation:

- ▶ Physical disabilities affect the body's physical function and may be congenital or acquired. They include cerebral palsy, muscular dystrophy, spina bifida, spinal cord injury, stroke (more typically classified as a neurological impairment) and osteogenesis imperfecta.

Example:

- ▶ A client who has Duchenne muscular dystrophy and uses an electric wheelchair for mobility requires physical and personal care support for dressing, toileting, meals, mobility and transfers, such as from bed to wheelchair.

Mental health issues

Explanation:

- ▶ Mental health issues, such as depression, bipolar disorder and schizophrenia, affect mood and thinking. People with a mental illness may experience periods of time when they appear well with no symptoms of the illness.

Example:

- ▶ A client with bipolar disorder participates in an art workshop at a community house that is run by experienced tutors trained in working with clients with mental illness.

Disadvantaged groups

Explanation:

- ▶ People who experience disadvantage through being homeless, socially isolated, long-term unemployed or housebound are often limited in their ability to interact and participate in the activities of mainstream society.

Example:

- ▶ A middle-aged man who is homeless visits a breakfast club at his local church to eat nutritious food and interact with others in his community.

Selecting a specific program

Gathering information about a person's health and leisure needs is an important aspect of designing a leisure and health program. Always make sure that the person, other members of your team, parents or family members and your supervisor are involved in selecting a specific program. A criteria list can be developed that can be helpful in determining what program approach would best match the needs of the person.

When selecting a specific program ensure that it:

- ▶ addresses the needs of the individual
- ▶ meets individual needs in accordance with research
- ▶ extends the participation numbers in existing programs
- ▶ includes active and passive activities
- ▶ includes physical, mental, emotional, social and spiritual activities
- ▶ addresses barriers to participation using various strategies
- ▶ is directed towards the individual person and their needs
- ▶ is directed at the general community
- ▶ responds to social, economic and demographic change.

Example

Incorporate the additional and specific leisure and recreation needs of clients

Roland works in aged care, specifically with people who have dementia. Roland has found that obtaining people’s life stories is a very important part of the assessment process. When Roland and the care team interview a person with dementia or the person’s advocate, they complete a specific questionnaire that focuses on the person’s life story. This person-centred approach ensures that the person is at the centre of the decision-making regarding the leisure and recreation programs that will be developed.



They often also use pictures when communicating with the person. Some activities have strong emotional associations for the person. Roland and the team integrate the activities that are important to a person into their activity plan. Respect the person by making sure that the activities are relevant and enhance the person’s abilities and wellbeing.

Practice task 9

Read the case study, then complete the task that follows.

Case study

Joe is a 20-year-old Indigenous Australian who attends a disability day service in his local community. Joe has cerebral palsy, which affects his motor function. He loves being involved in sport and is also interested in music and multimedia like computers and video games. He hopes to get into sound engineering as a career.

Through interviews with Joe and his family members and through observation, the team determine that Joe has a strong identification with being an Indigenous Australian. He visits his people regularly and is interested in the traditions, customs and spirituality of his culture. The team also see there is an advantage to Joe participating in activities with people from his Indigenous background as well as activities with people his own age.

The team are able to connect Joe with a local sports club, and support him in enrolling in a multimedia course at TAFE, so he can develop his interests. Joe also attends the local Indigenous Australian community centre to volunteer once a week as a buddy for Indigenous Australian teenagers. Joe’s program reflects his interests and needs, as well as his cultural, racial and social identity.

How has the team integrated the philosophy of the organisation with the client’s needs?

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Click to complete Practice task 9

2E Assist with the documentation of an individual program plan for clients based on information gathered

It is the responsibility of every employee to refer to documentation and complete documentation according to organisational policy and procedure. Remember that documentation is a legal responsibility and can be used in a court of law. A person's individual program plan should reflect the assessment of their needs and take into consideration the health, wellbeing and abilities and interests of the person.



Importance of documentation

Documentation serves many functions in the community services sector. Therefore, it is vital that documentation is accurate, clear and factual and that it follows organisational guidelines. Minutes (notes) should be kept in meetings to record any issues, challenges or concerns that arise. This helps ensure that the program is addressing the changing needs of the client and is providing continuity of care.

Documentation should:

- ▶ give guidance for best practice and clearly state any specific health needs
- ▶ ensure compliance with organisational protocols, such as risk management and WHS
- ▶ facilitate communication with other staff members
- ▶ provide the supervisor with assessment and incident information
- ▶ ensure safe practice
- ▶ ensure that client safety and confidentiality is protected
- ▶ be used to access funding for clients
- ▶ ensure that the client's needs are being met and scheduled activities are appropriate.

Comply with organisational requirements

Organisational protocols regarding documentation will be set out for you in a policy and procedures manual and explained to you during your induction. Ask your supervisor to clarify aspects of the process that you do not understand. Following procedures is vital as they provide a consistent framework for all staff to work within. This enables uniform methods of approaching tasks, communication within and outside of the organisation, and care that complies with organisational, ethical and legislative standards. Documentation should be made on each shift according to organisational protocols, and must be kept confidential at all times.

A person’s individual program plan should include:

- ▶ the client’s daily function and performance
- ▶ behavioural, physical, emotional or cognitive changes
- ▶ medical emergencies or medical incidents of any description
- ▶ how the plan matches the client’s abilities
- ▶ how the plan meets the client’s needs
- ▶ how the client progresses
- ▶ risk assessment
- ▶ work health and safety issues.

Example

Assist with the documentation of an individual program plan for clients based on information gathered

Here is an example of the type of documentation that may be used when reporting and documenting an individual program plan.

Individual program plan

Client name:	DOB:
Next of kin:	First day of program:
Cultural background:	Languages spoken:
Religion:	Emergency contact:
Client’s health background:	
Client’s cultural background:	
Client needs and requirements (including aids and additional support):	
Special dietary requirements:	
Elected activities:	
Special ceremonies (Birthday/ Christmas/Easter/ Other):	
Additional comments:	
Signed:	
Dated:	

Practice task 10

1. List five things that should be included in a client's health and leisure plan.

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2. Why is it important to follow organisational procedures when documenting program plans for leisure activities?

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Click to complete Practice task 10

Summary

1. Use a consultative approach when identifying the person's leisure and health needs.
2. Ideas and suggestions for program planning should come from a range of sources, including the person, colleagues, other workers, publications and professional bodies.
3. A variety or combination of activities and programs is likely to meet the holistic needs of a person.
4. Use a consultative approach when identifying the person's leisure and health needs.
5. When assessing a person, consider their age and developmental stage by applying one of the many theories of development.
6. Leisure and health programs provide a great opportunity to enhance a person's skills and abilities.
7. Ensure planned activities and programs are designed to enhance the person's physical, mental, emotional and cognitive health.
8. People may have cultural, religious, medical or other specific needs that need to be considered when developing an individual leisure and health plan.
9. You must ensure plans reflect the philosophy and goals of the service you work for, including philosophies about inclusion.
10. Understanding the specific implications of various conditions and complex needs helps you integrate the person into leisure activities in a safe and appropriate way.
11. It is your responsibility to complete documentation about people and program plans according to organisational policy and procedures.

Learning checkpoint 2

Participate in the design of individual program plans

This learning checkpoint allows you to review your skills and knowledge in designing a leisure and health program that suit's the person's needs.

Part A

1. What is the difference between actual or perceived barriers to participation in leisure activities?

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2. Why is it important to provide a range of leisure experiences?

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3. Identify three examples of the ways in which the health, wellbeing and abilities of individuals might be enhanced by undertaking an art-related leisure.

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6. Explain the meaning of the theory of inclusion.

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7. How does documentation assist in meeting the needs of an individual program plan for clients?

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Part B

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

Case study

Omar is an older client who has recently moved into an aged care facility. The health and leisure team have conducted an assessment and have determined that Omar's leisure interests include:

- ▶ watching the news on SBS
- ▶ reading newspapers (local and Arabic)
- ▶ reading the Qur'an
- ▶ playing darts
- ▶ playing bingo
- ▶ writing poetry
- ▶ attending his local mosque
- ▶ walking in the garden
- ▶ gardening
- ▶ visiting art galleries and museums.

Omar speaks both Arabic and English. He moved to Australia from Iran when he was 40, and worked as a tax accountant for the majority of his working life. He retired 10 years ago. His wife passed away six years ago. He has four children, who all live interstate.

Omar has failing eyesight and requires a magnifying glass to read small print, like that in newspapers. He has arthritis, which affects his hip joints and his ability to sit or stand for long periods. He is looking forward to having an activity program developed as he hopes that it will relieve boredom and sustain his interests.

1. What strengths and interests of Omar's would you focus on?

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2. Describe the possible benefits to Omar of his art related interests.

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3. Name three potential benefits of walking in the garden and gardening.

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4. How would you make the plan relevant to Omar's life, development and social context?

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Topic 3

In this topic you will learn how to:

- 3A** Contribute to the development of setting and environment for leisure and health activities within the constraints of resources
- 3B** Contribute to the development of timetables that provide structure and flexibility and serve as a communication tool
- 3C** Implement programs, allow for clear staff communication, and adapt to conditions and needs
- 3D** Gather and organise resources required for the individual program plan
- 3E** Organise off-site activities as an extension of the program where appropriate and in accordance with directions
- 3F** Maintain communication with those involved in the program
- 3G** Identify concerns about current individual program plans and refer appropriately

Implement individual program plans

Establishing an appropriate setting and environment within the constraints of resources, location and the clients' needs can be a challenge. It requires a comprehensive appraisal that must include a risk assessment and address concerns about individual client needs, allocation of resources and contingency arrangements. Consider the practicalities of your own workplace, including your resources, your team, your clients, and the location of activities, WHS issues, risk assessment and effective communication.

3A **Contribute to the development of setting and environment for leisure and health activities within the constraints of resources**

When planning and implementing an individual program, you must consider the setting and environment in which the activity will take place. There may be constraints of resources, location, meeting of the person's needs and the person's availability.



Resource constraints

The financial resources available to implement a program will dictate the scope of your activity. For example, funding will determine the types of activities offered, the location of activities, staff members available to facilitate activities, and equipment and tools such as sports equipment or art and craft materials.

The following lists other resources that may be required.

General resources

- ▶ Staff and volunteers
- ▶ Equipment and tools
- ▶ Community resources
- ▶ Transport and venue
- ▶ Games and leisure activities
- ▶ Curriculum/learning materials
- ▶ Food and drink
- ▶ Skills of staff

Specialist resources

- ▶ Professionals with expertise about specific needs
- ▶ Written information
- ▶ Special equipment
- ▶ Information and educational videos
- ▶ Resource networks and family members
- ▶ Bilingual workers
- ▶ Interpreter services
- ▶ Resource units

Staff requirements

The number of staff required to facilitate the activities will depend on what the activity is, how many people will attend, and the support needs of the people participating. Specialist staff with training in an area like physical fitness or language teaching might be required as well. Volunteers are a valuable resource and may have special areas of interest, like performing music or dance, which can be useful when providing activities. Note that volunteers will require training about their role and an induction into the organisation its philosophies and goals before implementing the activities. There will also be documentation required from volunteers – speak to your supervisor about these requirements as they will differ between organisations.

Prepare resources

Always refer to the needs of the person and the program plan for that person you are supporting. This will provide a list of resources and equipment for the activity. Pay particular attention to the special needs and considerations of people with complex needs as there will be more time required to organise and implement the equipment and other necessary resources. Consider the availability of community resources and be prepared for alternatives where required to ensure the activities run smoothly.

Examples of clients' needs and considerations

Consider the clients' needs; for example:

- ▶ Is there easy access for wheelchairs and scooters?
- ▶ Are there appropriate tools and implements (such as scissors) available for a left-handed client?
- ▶ Do vision impaired clients require magnifying glasses for reading or doing activities?
- ▶ Are hearing impaired clients seated closest to the music or performance?

Availability of community resources

- ▶ You may also need to identify appropriate community resources including equipment, people, information and services provided by the community. For example, you may make a connection with a local sporting facility and find out which areas of the facility can be used. Or, you may consider creating an association between the client and the appropriate cultural community centre. Speak with your supervisor, other staff members, your client and your clients' family members to find out what community resources are available.

Be prepared and flexible

- ▶ Plan, prepare and organise as much as possible before the event to ensure that activities run smoothly and your clients gain as much as possible. However, you still need to be flexible. Flexibility is a very important component in your planning process and you should always have a contingency plan. Variables such as weather, staffing and illness can affect your activity plan, so if you have a contingency plan in place, you will still be able to run the activity and not inconvenience clients.

Location decisions

The location of the activities you run will vary from situation to situation and client to client. The following identifies some of the factors you need to consider in selecting a location.

Assessing potential sites

Locations may be at a residential facility, outdoors or at a community facility such as a:

- ▶ pool
- ▶ gym
- ▶ library
- ▶ restaurant.

The following are important considerations when making a decision about a location.

- ▶ Does the budget cover the cost of the location and the resources needed?
- ▶ Is the location available?
- ▶ Is the location suitable for the activity?
- ▶ Is the location suitable for your client?

Meeting client needs

- ▶ Is there adequate access for a client who uses a wheelchair or scooter?
- ▶ Are there stairs and, if so, are there handrails for support?
- ▶ Is there a suitable toilet?
- ▶ Where are the fire exits of the location?
- ▶ Is the furniture suitable for your client and their needs?
- ▶ Is the lighting adequate for the activity?
- ▶ Is the temperature of the venue appropriate?
- ▶ Is the furniture arranged in a way that promotes easy access?
- ▶ Is there a telephone available in case of emergency or assistance?

Needs and availability of clients

The setting and environment you choose for the activity needs to be suitable for your client and their individual needs. Conduct a risk assessment before the program begins and again (if necessary) closer to the date to ensure the environment is safe. Refer to your client's care plan and assessment notes to understand everything you can about their needs. This information will determine the location, equipment and other resources required to run the leisure activity. An important factor to consider is the transportation to and from the venue or location. This can take some planning and time and will be determined by funding constraints and the needs of the people attending the activity. Refer to your supervisor or speak directly with the person or their family if you are concerned that any aspect of the environment or location may be unsuitable.



The availability of the person to attend the activity will vary. Some activities may be a one-off event while others are scheduled as a weekly activity. Planning and giving plenty of notice is respectful and more likely to suit the needs of the person. Location and venue availability may affect the flexibility around dates but always consider the person who the activity is for.

Assess risks

Risk assessment is conducted in the planning stage of activity programming, so you can ensure the risks are addressed or minimised as much as possible. This is an important part of your responsibility as a leisure and health worker. When you have addressed the considerations about resources and availability in line with the person's needs, it is important to consider the risk location. Conduct a risk assessment to confirm that the location and activity is safe.

Risk assessment is a crucial part of planning and implementing any activity. Here are the steps to risk assessment.

Steps to risk assessment

Determine whether a task or activity is safe.

Determine whether there are any hazards where the task or activity is performed.

Identify and remove hazards according to WHS regulations.

Assess the venue, equipment, tools, furniture and vehicle being used.

Determine the needs, skills and abilities of the clients to ensure the activity is safe.

Determine the skills, abilities and qualifications of staff to ensure they will be able to manage incidents and emergencies.

Record your risk assessment findings.

Identify hazards

Depending on the needs of your group or person, there will be specific concerns and risks that need to be addressed. For example, if you are taking a group of clients with dementia on an overnight outing, you must consider whether there will be adequate staff for overnight supervision. Consider whether the location of the activity and accommodation is secure; is there a communication strategy in place in the case of an emergency?

To identify a hazard, you must identify any situation or object that could potentially cause harm. Hazards may relate to the physical environment, the equipment being used, or the management and design of the task. The following outlines how to identify hazards and considerations in their assessment.

Inspect the environment

Inspect the environment; for example, ensure the location is easy to access. Note whether there are any obstructions. Ensure that the tools and equipment being used are well maintained, suitable for the task, and appropriate for the client and their needs.

Identify the less obvious

Some hazards are obvious and easy to identify (for example, loose carpet that may cause someone to trip); however, other hazards may be harder to identify and may have an effect over a long period of time, such as stress caused by violence or bullying.

Use checklists

Check whether your workplace has a WHS checklist to follow to assess hazards. If not, write down a list of hazards and file a hazard report. Then follow your workplace policy and procedures for dealing with a hazard.

Evaluate risk and control the hazard

When a hazard or potential hazard has been identified, you need to consider how likely it is that the risks you have identified will occur (the likelihood), and what the effects may be if the risk does occur (the impact). For example, how likely it is that someone could be injured? What is the effect of an uncontrolled risk? If the risk is considered low, it may be an acceptable one. You can use a risk assessment matrix to evaluate a risk, where you assess likelihood and impact, and determine the level of the risk where these intersect on the matrix.

The best way to manage and/or control a risk is to apply the hierarchy of risk control, which is a set of steps or choices starting with the best option and ending with the least preferred control option. Here is the hierarchy, which consists of three levels of control ranked from highest level of protection and reliability to the lowest.

Level 1 control

Elimination

Eliminating the risk at its source should always be the first choice. The source of the risk is the hazard, so this usually means removing hazardous material or abandoning hazardous work practices.

For example:

- ▶ Clean up a spill straight away to avoid anyone else slipping and falling over and hurting themselves.
- ▶ Stop using toxic substances that are not essential to the work.
- ▶ Repair or replace equipment.

<p>Level 2 controls</p>	<p>Substitution If elimination is not practicable, substitute the hazard with something of a lesser risk. This is also likely to be a less expensive measure to implement. For example:</p> <ul style="list-style-type: none"> ▶ Use less-hazardous chemical materials. ▶ Reduce the size of objects that need to be lifted. ▶ Break a task down into smaller chunks so there is not as much risk; for example, share a task with another person. <p>Isolation This involves physically separating the source of harm from people by distance or by using barriers. For example:</p> <ul style="list-style-type: none"> ▶ Install guard rails around exposed edges and holes in floors. ▶ Use remote control systems to operate machinery. ▶ Store chemicals in a fume cabinet. <p>Engineering controls The next best possible solution is to implement engineering controls that involve changing equipment or tools. For example:</p> <ul style="list-style-type: none"> ▶ Provide a trolley to move heavy loads. ▶ Use a hoist rather than trying to lift a consumer from the floor. ▶ Install ventilation to remove chemical fumes. ▶ Change the layout of work levels to minimise bending and twisting during manual handling.
<p>Level 3 controls</p>	<p>Administrative controls This relates to work procedures and work organisation. For example:</p> <ul style="list-style-type: none"> ▶ Develop policies and procedures to minimise the risks to all people in the workplace. ▶ Reduce the time the person is exposed to the hazard (for example, job rotation). ▶ Ensure equipment is maintained regularly. ▶ Limit access to hazardous areas. ▶ Perform risk assessments. ▶ Provide safety awareness signage. ▶ Provide training in infection control, manual handling, chemical training, fire and emergency procedures and how to use equipment safely.

Personal protective equipment (PPE)

Wearing and using personal protective clothing or equipment is the least effective hierarchy of control measure. The use of personal protective clothing and equipment can be a hazard if it restricts movement, sight or hearing, and is the last option for risk control.

Organisations must:

- ▶ provide appropriate protective clothing and equipment
- ▶ ensure the clothing fits well and is comfortable under work conditions
- ▶ ensure people use properly and when necessary
- ▶ train workers in why the clothing is necessary
- ▶ teach workers how to wear the right protective equipment for the task; for example, wearing waterproof foot protection when showering consumers will help you avoid having wet footwear, so you will avoid or minimise the risk of fungal infection and the risk of slipping and injuring yourself.

Hazards for various activities

The following shows some examples of hazards that may be considered during a risk assessment of various activities.

Examples of hazards of various activities

Computer use

- Safe electrical loads on power boards.
- Safe placement of electrical cords to avoid tripping hazards.
- Space around the computers for movement.
- Computers at a safe height for clients to see screen.
- Restricted duration to avoid prolonged screen staring.

Outdoor games

- Locking mechanisms on fences and gates in working order (if clients are children or older people with dementia).
- Clients informed of out-of-bounds areas.
- Particularly close supervision in certain areas, such as climbing frames.
- Sunsafe practices in place.

Meal breaks

- Children and clients with reduced cognitive abilities restricted from entering kitchen areas.
- Clear processes in place to prevent clients with food allergies coming into contact with these foods, including banning of certain foods such as nuts.

Indoor tasks

- Dangerous substances such as cleaning fluids removed or locked away.
- Smoke alarms tested and cleaned regularly, and placed in correct positions according to regulations.
- Basic fire safety awareness training for staff and clients.

Record findings

Always record the risk assessment process, your findings and conclusions as per the organisation's policy and procedures. These will provide guidelines for the correct procedure and may involve completing a standard form or writing a report. The risk assessment process must apply to all steps of the activity including transport, accommodation and meals. Ensure this information is recorded accurately as it can become evidence in court if, for example, an accident occurred. Make sure that your risk assessment is current and reviewed often.



For all documentation prepared for implementation of a program, it is recommended to include all staff that are involved in the activity in the recording process, or at least have someone check the information. You can also collaborate with staff that have previously undertaken similar activities and ask them for advice and guidance.

Example

Contribute to the development of setting and environment for leisure and health activities within constraints of resources

Pinewood Gardens, an aged care facility, offers an optional outing for residents every Thursday morning. The outing is staffed by the care worker and the leisure and recreation officer, Sandra, as well as volunteers available on the day. The outing is to a different location each week such as a cafe, park or cinema. Clients travel in the minibus provided, and Sandra has conducted a risk assessment to ensure that the vehicle is adequate for all the clients attending the outing. She reviews the risk assessment regularly and makes full records according to organisational procedures.



Sandra also undertakes a risk assessment of each venue. She considers access, ease of use and physical hazards and will only consider a venue if the level of risk is determined as 'low'.

Sandra also makes sure that she plans each week independently; in order to address the needs of the specific client group, and that at least one other person on the outing has a current first aid certificate to assist in an emergency.

Practice task 11

1. What are some of the constraints that funding can place on the implementation of an activity?

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2. What are some factors that need to be considered when preparing for an activity?

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3. What are the steps involved in a risk assessment?

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Click to complete Practice task 11

3B Contribute to the development of timetables that provide structure and flexibility and serve as a communication tool

Timetables for leisure and health programs need to be developed according to the information gained in the client assessment, funding, organisation procedures, and available resources (including venue, equipment, staffing, volunteers, specialist resources and community resources). Timetables for the implementation of a program allow for structure and flexibility for staff and serve as a communication tool so everyone knows the details and timing of the intended program.



Timetables and their use

Timetables should be developed that outline the details of the schedule of the program. This provides structure for the people participating in the activity and for the organisation so that programs in other areas do not conflict or overlap on staffing and resource use. Timetables should be flexible to accommodate the needs of the person and allow for flexibility to accommodate the available resources on a given day. It is also useful as a communication tool to share information about the program with others in the organisation.

Provide structure

Timetables provide both the client and the organisation with a clear structure, but should have the capacity to change according to the needs of the clients and the availability of resources. Structure can also be important psychologically, as it provides consistency, stability and predictability. In aged and disability care, these qualities can have a positive, reassuring effect on the clients who know what to expect and when to expect it.

Having timetables and structure:

- ▶ allows you to plan and prepare adequately for the activities and any WHS issues
- ▶ illustrates to funding bodies what activities are regularly programmed due to continued client interest
- ▶ is vital for the allocation of resources, as they allow staff and volunteers to establish their involvement and arrange suitable resources.

Allow for flexibility

Timetables need to allow for flexibility to accommodate changes that occur at the last minute. Here are some examples of where the flexibility of a timetable is useful.

Conditions and needs can change

- ▶ Conditions change; for example, you scheduled an outdoor activity, but today's weather forecast is for rain and storms. You need to be prepared to reschedule or have a substitute activity.
- ▶ A client's needs change; for example, your client's physical abilities decrease on 'bad' days, so today he would prefer to sit and read rather than visit the gallery.

The need to adjust activity sequence

- ▶ It is important that you can modify the timetable or activity according to the clients' particular needs. For example, if a group of older people usually require a nap or a relaxing activity in the afternoon, be flexible in offering these activities at this time, with more stimulating activities taking place in the morning.

Adjust delivery and pace

- ▶ You may also need to adjust how the activity is delivered. If you are facilitating a walk around a botanical garden, you may need to adjust the pace of the walk to suit the clients' abilities. Communicate with the clients and ensure you listen to their feedback about the activity and make adjustments where necessary.

Timetables communicate information

Timetables inform the person, the staff, supervisors and the volunteers which activities are available, and where and when they will run. Timetables may be presented in the entrance of a building, in the kitchen or in the office, or a copy may be given to each client. They may also be kept on databases so managers can access them and know where staff are at any particular time. It is important to have the contact details of the venue included on the timetable for communication purposes.

Timetables should:

- ▶ be presented in a number of places
- ▶ be clear and easy to read
- ▶ use large text and pictures if necessary
- ▶ be reviewed frequently to ensure they are current and relevant.

Example

Contribute to the development of timetables that provide structure and flexibility and serve as a communication tool

	Monday	Tuesday	Wednesday	Thursday	Friday
Choice of:	Lawn bowls 9.00-12.00 noon	Lawn bowls 9.00-12.00 noon	Musical performance 10.00-11.00	Cooking class 10.00-11.00	Musical performance 10.00-11.00
	Outing 10.00-11.30	Aqua aerobics 10.00-11.30	Dance lessons 10.00-11.30	Outing 10.00-11.30	School Visit 10.00-12.00 noon

Practice task 12

1. What are two main reasons for developing and using timetables?

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2. Provide three reasons why a timetable needs to allow for flexibility.

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Click to complete Practice task 12

3C Implement programs, allow for clear staff communication and adapt to conditions and needs

To successfully implement a leisure and health program, it is necessary to make sure that communication between staff is clear so that there is a clear structured format to assist in determining whether the client's needs are being met. Communication should be determined by the individual work role and the responsibilities outlined in the job description and reporting lines. Often a contingency plan is required or, at minimum, alternative options should be considered to allow for flexibility.



Staff communication

One of the components for implementation of a program is to ensure that the communication between staff and also with management is effective and in line with the organisation's requirements and within your work role boundaries. Clear communication between staff members assists in providing client care that is as seamless as possible. This may include communication in team meetings, via email and phone calls.

To meet appropriate service requirements ensure that documentation is completed and filed in accordance with the organisation's policies and procedures. Timetables, reports and assessments are forms of communication that help to document activities in a clear and structured format.

The use of clear communication allows staff to:

- ▶ adapt to conditions and needs on the day
- ▶ use detailed knowledge of facilitating a variety of learning experiences
- ▶ use appropriate facilitation techniques
- ▶ address legal and safety requirements
- ▶ implement risk assessment processes
- ▶ ensure the activities are inclusive (non-discriminatory practices and associated legislation).

Adapt to conditions and needs on the day

Clients' needs change from day to day, as do circumstances that impact the activities and resources. As previously mentioned, timetables need to be as flexible as possible; for example, outdoor excursions must have a contingency plan in place in case of bad weather. If there is a medical emergency, you need to be very clear about your organisation's policy and procedures and be able to respond appropriately. If you have received adequate training, you should know how you can adapt to varying conditions; however, if you are not sure what course of action to take, ask your supervisor for advice.

Seek assistance to plan a program

To effectively implement a program, you must understand the purpose of the activity and how to implement it, or enlist someone with that knowledge to assist you. Within an organisation or a team, there will be people who have expertise or experience in the sector who can be called upon for their advice. Often by considering and utilising the advice from other sources, we are given insights that we may not have considered and often new ways of solving problems are addressed. Consult widely within the organisation and utilise the expertise that may exist there.

Within the community there will be a range of people who would be willing to offer their skills and advice about the best way to incorporate a particular skill or impart some knowledge for an activity or program.

Utilise the following sources of advice and expertise.

Your expertise

- ▶ You may have a particular area of expertise that you can incorporate into the program plan. For example, you may enjoy reading classic novels or knitting, and find you can share your knowledge and expertise with others. Your work colleagues and volunteers are valuable resources and may also have special areas of expertise that you can use.

Specialist assistance

- ▶ The organisation you work for may have a database of people who can be contacted, such as musicians, speakers, reading group facilitators, language instructors, dance teachers, yoga teachers, and craft and cooking instructors. Consult your team to find out who is available and what skills can be offered to the program.

Research outside of the organisation

- ▶ Keep yourself up to date, expand your knowledge and look for new ways to present established activities. Use the internet to undertake research on facilitating activities and identifying resources that will help with activity delivery. Your supervisor and colleagues may be able to provide suggestions.

Approaches to program planning

Program planning and development requires that individual needs of clients be the most important factor determining decisions and the design of a program. Using different approaches to address these needs may require seeking advice and thinking creatively about the best way to meet the variety of needs of the group or person being offered the leisure program.

Different approaches may include:

- ▶ using a consultative approach based on the client's leisure and health needs assessment
- ▶ using a range of resources and ideas
- ▶ using a variety of experiences
- ▶ the client's life, development and social context
- ▶ enhancing the health, wellbeing and abilities of clients

- ▶ meeting additional and specific leisure and recreation needs of the client
- ▶ reflecting the philosophy and goals of the service
- ▶ ensuring relevance to cultural and social contexts
- ▶ reflecting a multicultural perspective.

Requirements for safety

When implementing the program, you must ensure that all activities comply with legal and safety requirements of the organisation and are within the legislative requirements of your state or territory. Access the WHS procedures of your organisation, which are designed to meet *Work Health and Safety Act 2011* (Cth) obligations. Always seek advice from your supervisor about any specific legal and safety issues you need to be aware of when delivering an activity program.

Other legal requirements to consider could be:

- ▶ equal employment opportunity legislation
- ▶ anti-discrimination legislation
- ▶ disability discrimination legislation
- ▶ freedom of information and privacy legislation and maintaining confidentiality
- ▶ first aid qualifications and equipment as well as accident and incident reporting
- ▶ maintaining clear and factual records
- ▶ medications, drugs, poisons and controlled substances management
- ▶ child safety
- ▶ access to and use of personal protective equipment
- ▶ emergency and evacuation procedures.

Example

Implement programs, allow for clear staff communication and adapt to conditions and needs

Phillipa is implementing an activities program that she and her team have designed for teenagers with drug and alcohol issues. When implementing the activities, Phillipa communicates clearly with the other members of her team to ensure they all know what is expected of them and they all understand the clients' needs and the expectations of the organisation. She is mindful that they may need to adapt the activities according to the conditions and needs that arise on the day the activity is to take place.



She and her team have discussed who is going to facilitate which program, and Phillipa will be running an activity in drawing and designing for fashion, as this is what she studied at TAFE. She is also going to facilitate a bushwalk in a national park. She and her team have talked about how they will facilitate the activities and the best ways of working with the clients to achieve the best outcomes. Phillipa understands the importance of openly communicating with the clients and involving them in how the activity is planned and implemented. She is also keen to gain their feedback about the activities that are offered.

The team have done a thorough risk assessment of the relevant venues and locations. They are also all trained in first aid, are familiar with WHS standards and ensure that hazards have been located, assessed and controlled before any activities commence. Phillipa and her team are also very aware of inclusion and non-discriminatory practices, as they are working with people from a range of cultural backgrounds and with both females and males. They have taken particular care to accommodate everyone's needs to ensure activities are suitable and relevant.

Practice task 13

1. Explain what you would do in the following situation:

You are to take a group of young adults with intellectual disabilities to have a BBQ in a local park, however, there was a storm overnight that rendered the park unsafe for use.

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2. Explain what you would do in the following situation:

You are unsure if you should implement a dance activity for a group of older people, as many of them say they are not up to participating and would rather just quietly listen to some music.

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Click to complete Practice task 13

3D Gather and organise resources required for the individual program plan

Most activities will require both physical and human resources, depending on the particular activity and group the program is designed for. Resources need to be well managed and organised to ensure the activity can flow smoothly.



Gather and organise resources

When you are planning the activities, make a comprehensive list of everything you require, with a focus on the needs of your clients. Check the documentation for the planning to see if all of the resources listed are available. Consult with others as required to check the availability of the resources required for the program. Questions that may be raised in reference to material resources and human resources are presented here.

Material resources

- Is specialised transport required for someone who uses a wheelchair?
- Do you need to check whether the venue has wheelchair/scooter access?
- Do you need to use a hoist for a client and have you had adequate training in its use?
- Do you need specialised equipment or tools for an activity?
- Do you need to translate material to cater for languages other than English?
- Do you need to provide food for the clients; are dietary requirements addressed?
- Do you have access to a telephone in case of emergency?
- Do you know where the fire exits and fire safety equipment is located?
- Have timetables been clearly displayed?
- If you are using a community resource, does it meet WHS standards?

Human resources

- Do you need bilingual staff or volunteers?
- Are staff and volunteers sufficiently trained for the activities you are providing?
- Are staff and volunteers sufficiently trained to look after specific client needs?
- Are staff and volunteers sufficiently trained in using aids and equipment?
- Are staff and volunteers sufficiently trained in WHS practices?
- Do staff and volunteers have first aid training and current first aid certificates?
- Do you require specialised staff for particular activities?
- Are specialised staff or personnel available at the time of the activity?
- Have you received the necessary permission forms for clients to participate?

Activities and their resources

Here are some examples of activities and their required resources.

Arts and crafts

- ▶ Art and craft equipment and tools
- ▶ Tables and chairs suitable and comfortable for clients
- ▶ A suitable venue
- ▶ A trained facilitator with the ability to work with a variety of clients

Pet interaction

- ▶ Animals
- ▶ Personal protective equipment (PPE)
- ▶ A suitable venue
- ▶ A trained facilitator who can work with animals

Outing

- ▶ Appropriate transport that matches all clients' needs
- ▶ A venue that meets WHS standards
- ▶ Trained staff or volunteers
- ▶ A person with a current driver's licence
- ▶ A person with a first aid certificate

Swimming/aqua aerobics

- ▶ Suitable venue
- ▶ Appropriate transport that matches all clients' needs
- ▶ Floatation and safety devices
- ▶ Trained facilitator with first aid certificate

Community team sport

- ▶ Suitable venue that meets WHS standards
- ▶ Sports equipment
- ▶ Adequate transport
- ▶ Staff and/or volunteers with first aid training and knowledge of the team sport

Communication with team members

To ensure you have all the necessary resources allocated to activities, you should communicate clearly with your team members. For example, you may need to delegate the arrangement of a particular resource. Use reports, emails and team meetings to ensure that all resources are organised.

In the event that resources are not available, or that a resource is missing at the time of the activity, you will need to consult your supervisor. Perhaps there is a substitute resource available, or the activity could be rescheduled or revised. This is why a timetable that accommodates flexibility and promotes clear communication between team members is important.

Example

Gather and organise resources required for the individual program plan

Fabrizio participates in planning and implementing an activities program at a day service for people with disabilities. Fabrizio and his team members split up the list of activities according to training and expertise, and decide that each member needs to manage their own activity and ensure that the necessary resources are gathered and organised before the activity commences.

The team meet weekly to discuss issues, like lack of resources, and ensure that they are all on track. Fabrizio has elected to facilitate yoga classes on Monday mornings, cooking classes on Tuesday mornings, swimming on Wednesday mornings, yoga and meditation on Thursday mornings and the group picnic on Fridays.

Activity	Material Resource	Human Resources
Yoga and meditation	Yoga mats Cushions Bolsters Straps The activities room	A trained facilitator who can teach yoga/meditation.
Cooking class	The kitchen Utensils Ingredients Fire extinguisher/blankets	A trained facilitator who can teach cooking.
Swimming	Appropriate transport to the pool Floatation devices Kick boards Defibrillator	Trained staff or volunteers with first aid certificates. A person with a current driver's licence.
Picnic	Appropriate transport to the venue Suitable venue depending on weather (that meets WHS standards) Adequate food and drink Cups, plates and utensils Blankets and cushions Some fold-up chairs	Staff or volunteers with first aid training. A person with a driver's licence.

Practice task 14

Using the example about Fabrizio, complete the following table to list the required resources for facilitating a music appreciation class that incorporates dancing and musical instruments.

Activity	Material resources	Human resources
Music appreciation class		

[Click to complete Practice task 14](#)

3E Organise off-site activities as an extension of the program where appropriate and in accordance with directions

Planning off-site outings is a good way to help diversify the activities program. It can also be a means of connecting people to the broader community. Always work within the organisational policies and procedures as workplace health and safety considerations still apply to any off-site outing. Doing a risk assessment may require that you visit the location ahead of time. Always try to consider contingency plans for weather if it is an outside activity.



Organise off-site activities

As with all activities, off-site outings need to be planned according to the person's needs, using available resources and in consultation with the individual, family members, staff and your supervisor.

Resources for off-site outings include:

- ▶ appropriate transport that matches all clients' needs
- ▶ a venue that meets WHS standards
- ▶ trained staff or volunteers
- ▶ a person with a current driver's licence
- ▶ a person with a first aid certificate
- ▶ a first aid kit and equipment
- ▶ client medications as required
- ▶ access to a telephone.

Facilitate social interaction

One of the main benefits to people for the scheduling of outings or offsite activities in the community is that they provide the opportunity for connecting the person to the community and involving them in community activities. Always review the person's assessments to ensure appropriate community activities are scheduled.

Sometimes it may be necessary to manage discriminatory practices that you observe or experience in the community. As per Australian legislation no person should be discriminated against and not able to access community resources because of their disability, age, race or gender. Some members of the community may be unaware of legislation and non-discriminatory practices and may treat clients you work with unfairly. Document all incidents, using the correct form and according to procedure, and report to your supervisor so appropriate action can be taken as required.

Transport

If you are going into the community, you need to arrange transport well in advance. The organisation you work with may have a vehicle that can be used or the organisation may use a specific transport company and/or driver. Always be mindful of traffic and the time taken to load and unload people and parking requirements.

Transport considerations include:

- ▶ suitability for people
- ▶ wheelchair access, if required
- ▶ whether there are enough seats for people
- ▶ ensuring the driver has a suitable driver's licence.

First aid and emergency considerations

First aid knowledge is an important component when working with people. A person may have a change of physical status or there may be a medical emergency. Ensure that someone with current first aid qualifications accompanies the group and that appropriate first aid equipment travels with you. Look carefully at the needs of the people you are taking and consider the individual program plans that should mention medical information and medications that must be taken. This may be a staff member or a volunteer.



While you are on an outing, you also need to have continual access to a telephone in case of a medical emergency or other incident. You may have your own mobile phone or be given a mobile phone by the organisation. Ensure that the phone's battery is charged and you have enough credit before you go on the outing. Check mobile phone coverage, which can be sparse in regional areas, as part of your risk assessment when planning the outing.

Consult the person's care plans, and speak with your supervisor about necessary medications. You are required to manage whether a person needs to bring medication with them or if you need to bring it for them. Medication may be for diabetes, allergies, asthma or any other illness or disease. Ensure that staff qualified to administer the medication accompany a person on the outing.

Appropriateness of the venue

The venue you are visiting must be suitable for all people and meet WHS standards. The venue may be one you have visited previously and you may be familiar with what it offers. If the activity involves an outing, then there is likely to be various locations identified as part of the program. If not, visit the venue before an activity is scheduled to ensure it is safe for people and workers by conducting a risk assessment. You also need to practise inclusion and not discriminate, so do not plan an activity at a venue that is unsuitable for some people to attend.

Make the following considerations when assessing a venue's accessibility and suitability.

Accessibility

If there are stairs, ensure there are handrails. If clients use wheelchairs, ensure the venue has wheelchair access. For older clients, ensure doors are easy to open. Make sure floors are even surfaces, and if not, make sure that the risk is managed.

Rest room facilities

Make sure the toilet is accessible. Some people with disabilities may only be able to use a disabled toilet, so ensure one is available if a person needs it. If the activity is outdoors, ensure clients will have access to a toilet.

Outdoor activity risks

Outings in nature, such as bushwalks or beach walks, need to match a person's needs and abilities. Stairs should have handrails, and must not be too steep. If the ground is very uneven, it may be unsuitable for some people.

Risk assessment

As with all venues used in leisure programs, an off-site location needs the same scrutiny in terms of workplace health and safety. It is necessary to review the needs and capabilities of the people in the program with the risk and hazards that may exist in an offsite location or for an outing.

The steps to risk assessment specific for an off-site location or outing are outlined here.

Steps to risk assessment for an off-site location or outing

Determine whether the activity is safe.

Determine whether there are any hazards on location or in the various venues.

Wherever possible identify and remove hazards according to WHS regulation.

Check the venue's buildings and facilities, furniture, equipment provided, and vehicle being used for transportation.

Determine the needs, skills and abilities of the clients to ensure the activity is safe.

Determine the skills, abilities and qualifications of staff travelling with you – do they have the skills to manage incidents and emergencies?

Record your findings and review to determine what risks can be reduced or eliminated altogether.

Hazards for off-site activities

The following shows some examples of hazards that may be identified as a part of an off-site activity or outing.

Off-site activity in a community venue

Hazards may include:

- ▶ stairs and entry barriers
- ▶ uneven surfaces
- ▶ unstable furniture
- ▶ insufficient emergency evacuation signage
- ▶ lack of first aid kit
- ▶ faulty sprinkler system

Outing to a park

Hazards may include:

- ▶ falling tree branches (in a day of high wind)
- ▶ access to water or lake
- ▶ uneven surfaces for walking
- ▶ unsuitable tracks for wheelchair and frame access
- ▶ difficult or no access to toilets
- ▶ thick bush where someone could get lost
- ▶ lack of shaded areas.

Example

Organise off-site outings as an extension of the program where appropriate and in accordance with directions

Lisa works in aged care and organises a weekly outing on Thursday mornings for the residents. Lisa makes a monthly plan of outing venues, which she discusses with her team and her supervisor at regular team meetings. When she develops her plan, she ensures she knows certain things about the venues; for example, that all venues are wheelchair accessible, as some of her clients use a wheelchair or a scooter. She also makes sure all the venues meet WHS standards, and she completes a risk assessment if she is using a venue for the first time. She finds out whether a disabled toilet is available and easy to access. She also confirms that she can get parking close to the entrance of the venue.



Before each outing is scheduled, she calls ahead to make sure everything is in working order, and the venue is available and accessible. She also establishes that her mobile phone is charged and she has her supervisor's number saved in her phone, along with all the necessary emergency numbers. Lisa is mindful of non-discriminatory practices and legislation, and her clients' rights.

Practice task 15

1. How do clients benefit from participating in an off-site leisure activity?

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2. Provide an example of what you should look for when checking the suitability of a venue for an off-site excursion.

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Click to complete Practice task 15

3F Maintain communication with those involved in the program

As planner, organiser, facilitator and assessor of activity programs, you need to communicate effectively with other team members, your supervisor, health practitioners, clients, family members, and other people associated with the activity, such as a trainer or venue personnel.



Communicate with those in the program

Communication may be verbal, nonverbal, visual or written, but it is always two-way – someone is communicating (the speaker) and someone is receiving (the listener). For communication to be effective the communicator needs to be clear and the receiver needs to understand the message.

Ways to communicate effectively include:

- ▶ speaking clearly
- ▶ not speaking too fast or slow
- ▶ projecting your voice
- ▶ using appropriate body language and gestures
- ▶ facing the person you are speaking to
- ▶ confirming the person you are speaking to understands what you are saying
- ▶ being a good listener
- ▶ writing clearly and legibly
- ▶ having a clear objective or outcome to your communication.

Communicate with your supervisor

At all stages of program development and implementation, you need to communicate effectively with your supervisor. Here are some important things to consider about communicating with your supervisor and discuss the program or activity.

Program planning and implementation

- ▶ In the planning stage, you need to consult your supervisor to ensure the clients' needs are being effectively met and the plan complies with organisation procedures. You also need to determine which resources are available. When implementing the program, communication is vital to ensure activities are run effectively and efficiently with appropriate allocation of resources.

Program monitoring and evaluation

- ▶ When monitoring and evaluating the program, you need to provide feedback to your supervisor. Communication with your supervisor may be formal or informal. You may have a scheduled team meeting every week or fortnight, for example. This is a formal opportunity to communicate with your supervisor about the program and the outcomes being met. It is also an opportunity to raise concerns or issues you may have.

Formal methods

- ▶ The supervisor may use the team meeting as an opportunity to give feedback regarding client outcomes, responses from clients and organisational requirements. These meetings may be recorded in minutes and filed so that all communication about the activity program is recorded. Other formal methods may be written reports or standard forms; you should follow your organisation's procedures.

Informal methods

- ▶ You may also communicate informally with your supervisor about the program. You may have a concern about an activity, a staff member, a volunteer or a client that can't wait until the scheduled team meeting or for you to schedule a meeting directly with the supervisor. In this situation it is appropriate to call or email your supervisor. It is important to keep them up to date. In emergencies, you should always phone your supervisor.

Communicate with team members

Your supervisor is part of your team, as are health practitioners, colleagues and co-workers. You may be co-facilitating the activity and be involved with more than one person when scheduling an activity or locating resources. Sharing mutual objectives and having a clear understanding about how and which activities are being run is vital to the success of your activity.

Occasional conflict between team members is inevitable so it is important to learn how to manage conflict effectively so objectives can be achieved. The following outlines the sources of conflict and management and resolution strategies.

Conflict management strategies

Sources

Conflict can arise from:

- ▶ difficulty understanding each other
- ▶ different objectives
- ▶ different perspectives
- ▶ differences of opinion
- ▶ stress
- ▶ fear
- ▶ anger
- ▶ frustration.

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Strategies

Basic conflict management strategies include:

- 2
- ▶ looking for a win-win solution that benefits both parties
 - ▶ practising empathy
 - ▶ actively listening to what the other person is saying
 - ▶ avoiding blame
 - ▶ keeping in mind that 'it's the situation, not the person'
 - ▶ taking time out if feel you are becoming angry or frustrated.

Resolution

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If a minor incident occurs while working together, address the incident before it becomes a conflict. This may involve practising effective communication with the other person, or seeking advice from your supervisor. Resolving conflict effectively will make for a happier workplace and mean that objectives can be achieved. If the conflict is not resolved, your organisation will have protocols to manage the situation; for example, the supervisor stepping in to manage the conflict.

Communicate with clients

It is important to communicate effectively with clients throughout the planning, implementation and monitoring of the program. The clients are the reason for the program and are crucial in its development and execution. There are numerous factors that may affect how you communicate with clients. Here are some considerations when communicating with clients.

Differences in culture and abilities

Your clients may be from a different cultural background or a different generation; they may have a disability or speak a different language. However, you can communicate effectively if you:

- ▶ show respect
- ▶ practise active listening
- ▶ are empathetic
- ▶ ensure the client understands what you mean
- ▶ clarify with the client that you understand what they mean
- ▶ do not discriminate.

Group communication

- ▶ If the project is a group activity, you need to clearly communicate with all group members about the outcomes and focus of the activity. If you are giving instructions, you need to project your voice, speak clearly, and use appropriate body language. If a client has difficulty understanding English, you may need to employ an interpreter. If a client has a hearing impairment, move closer and ensure you are facing them so you can also communicate with body language.

Expression of feelings

Communicating also means listening to your clients and being aware of nonverbal communication cues. If a client is trying to express frustration with the activity, watch and listen to them and try to understand what the underlying problem is.

- ▶ Nonverbal cues a client may demonstrate include:
- ▶ displaying distress
- ▶ appearing confused
- ▶ being disorientated.

Behaviours and incidents

- ▶ If you notice behaviour or an incident out of the ordinary, make sure you document this in the appropriate manner. Regardless of how a client communicates with you, you need to take appropriate action if the activity is unsuitable for them. This may involve adjusting the program, making a report, speaking with your supervisor or speaking further with the client and/or family. Clients' needs are fluid and changeable, so communication is vital.

Communicate with family members

If a client is unable to communicate effectively due to illness, disability or language difficulty, you may need to speak with a family member. Family members can provide insight into the client's response about the program. Remember organisation protocol when communicating with family members. You need to ensure client confidentiality is maintained and that what you discuss with the family member is within organisational policies and procedures. Always remain respectful, understanding, and empathetic, and listen actively. If a conflict arises, involve your supervisor, and practise effective conflict management.



Communicate with members of the community

If the activity is held at a venue in the community, you need to communicate with members of the community. There will be various questions you need answered about the facilities and when doing the risk assessment. Sometimes it may be better to make an appointment time and go and meet with the venue organisers. Make sure you have a set of questions and ask for a tour of the building is applicable. Getting a visual picture of the space will assist you plan and deliver the activity effectively.

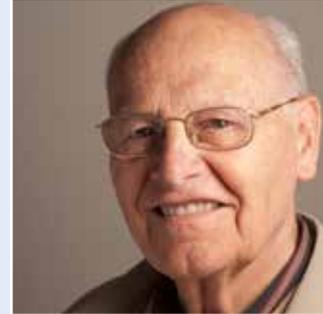
Written communication

All documentation needs to be objective, accurate, clear, formal and based only on what you observe. Write clearly and legibly. If you are using a computer, use the appropriate program and appropriate format. Save or file all documentation according to organisational policies and procedures.

Example

Maintain ongoing communication with those involved in the program

Lionel is a client at an aged care residence. He participates in the leisure and recreation program scheduled by staff. Lionel generally chooses to participate in the same activities each week, his favourite being the school visits and pet interaction. One week, Lionel decides to try aqua aerobics on the advice of his doctor, who suggests he should do more physical activity.



Lionel is embarrassed at first, as he is the only man in the group and he feels exposed wearing swimwear in front of the women. The activity facilitator notices that Lionel is uncomfortable and quietly reassures him that it is okay to feel a bit awkward at first, as most people do. The facilitator is aware that this is Lionel’s first time at aqua aerobics, so he ensures Lionel is made to feel comfortable and included. Lionel ends up enjoying the session, and decides to attend weekly.

Practice task 16

Imagine you are developing an activity program for a person, then answer the questions that follow.

1. Who do you need to consult with to design the program?

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2. How will you ensure you understand the information being relayed to you?

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Click to complete Practice task 16

3G Identify concerns about current individual program plans and refer appropriately

Effective communication is crucial for identifying concerns about a current program. The concern may be coming from the client, a family member, a team member, your supervisor or from an observation you have made. Some concerns can be dealt with within the organisation. Other concerns may require that the person receiving support be referred to others.



Communicate concerns

Communication of concerns may be verbal or nonverbal, and you need to be observant and listen openly to concerns and consult your supervisor if necessary. Here are some of the ways concerns may be communicated.

How concerns may be communicated

- ▶ A person may directly tell you that they are uncomfortable with an activity or are having problems.
- ▶ A person may express their feelings indirectly through facial expressions, body language or behaviour.
- ▶ A person may withdraw or not show any enthusiasm for the activity; be alert for indirect cues such as these.
- ▶ You may observe a person struggling with the activity and determine that the activity is unsuitable for their needs and abilities.
- ▶ A team member may observe that a person is not responding in a favourable way to the activity.
- ▶ A person's family member may express that they have a concern about the current activity, and may make suggestions.

Concerns that may arise

There are several concerns that may arise during the implementation of a program plan.

Concerns may include:

- ▶ gaps in the programming
- ▶ repetition in the programming
- ▶ resourcing issues
- ▶ a person being physically uncomfortable with the activity
- ▶ a person being emotionally distressed by the activity
- ▶ a person struggling cognitively to participate in the activity

- ▶ a person not benefiting from the activity
- ▶ the activity not matching the client's needs, abilities or interests
- ▶ a person displaying a behavioural change
- ▶ a person presenting with a physical change.

Address issues

If the concern is about gaps in the program or activity repetition, a team meeting may address the issue and more effective programming solutions may be suggested. Gaps or repetition may occur due to lack of funding or restricted resources. Consult your supervisor to understand what alternatives are available. Additional or substitute resources may be located. Drawing on community resources may help expand or extend the program. If the problem is ongoing, consult with your team to discuss an alternative arrangement.

Resourcing issues may include that:

- ▶ a specialist facilitator is no longer available
- ▶ the venue is unavailable
- ▶ equipment and tools are unavailable or unusable
- ▶ staff or volunteers are unavailable
- ▶ there are WHS concerns.

Respond to concerns

Your duty of care is to protect your clients' wellbeing to the best of your ability. Therefore, if you identify a concern, you need to respond immediately to the situation. Remember that your clients' needs, interests and abilities are constantly changing, so identifying concerns about the current program and responding appropriately is a crucial aspect of your role. You may be advised by the client's doctor or relevant health professional that an activity is no longer suitable for the client. Your team needs to heed expert advice and consider how to amend the program.

Here is more information on responding to concerns.

How to respond

Ways you may respond include:

- ▶ speaking with your supervisor
- ▶ documenting the concern as a report
- ▶ speaking with the person about alternative arrangements
- ▶ speaking with a relevant health practitioner
- ▶ speaking with the person's family members.

Urgent and emergency responses

- ▶ If the concern is not urgent, but you notice a subtle change or indication from a person, raise the issue with a colleague, your supervisor or at a team meeting. If the concern is urgent, such as a change in physical health status, respond immediately by calling your supervisor or another designated person in the organisation. If it is a medical emergency, call 000 and follow organisational protocol.

Example

Identify concerns about current individual program plans and refer appropriately

Alicia is an Indigenous Australian woman who has autism and an intellectual disability. Alicia is involved in a number of activities each week, including exercise groups, dance classes, music lessons and group outings. One day, Alicia begins to present with unusual behaviours. She withdraws from all social activities and refuses to participate in exercise or music classes. She throws objects and runs out of the room.



Alicia and her psychologist meet to discuss her behaviours. Her psychologist then meets with Alicia’s guardian, the supervisor and her primary carer to discuss Alicia’s change in behaviour and how the program can be adjusted. During these discussions, it transpires that something triggered Alicia during a social outing, which took her back to a traumatic episode from her youth. In consultation with Alicia, the team decide that quieter, less social activities like arts and craft and pet interaction are more suitable for Alicia at this time. When she is ready to pursue other activities, the program will again be amended.

Practice task 17

1. What are two ways you may respond to a concern you have regarding a client?

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2. What are three concerns that may arise during the implementation of a program plan?

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Click to complete Practice task 17

Summary

1. When planning and implementing an individual program, you must consider the setting and environment in which the activity will take place. There may be constraints of resources, location, meeting of the person's needs and the person's availability.
2. The setting and environment you choose for the activity needs to be suitable for your client and their individual needs. Conduct a risk assessment, to ensure the environment is safe.
3. Timetables should be developed that outline the details of the schedule of the program. This provides structure for the people participating in the activity and for the organisation so that programs in other areas do not conflict or overlap on staffing and resource use.
4. Clients' needs change from day to day, as do circumstances that impact the activities and resources.
5. Most activities will require both physical and human resources, depending on the particular activity and group the program is designed for.
6. Spending time gathering and organising resources before a scheduled activity helps ensure the activity runs smoothly.
7. To effectively implement a program, you must understand the purpose of the activity and how to implement it, or enlist someone with that knowledge to assist you.
8. Developing the setting for the activities is a very important part of implementing a leisure program. This includes managing the location and ensuring resources are available, clients' needs are met and WHS is addressed.
9. When organising off-site outings, you need to consider the clients' needs, arrange appropriate transport, ensure staff have first aid training and ensure the location has been assessed for risk and WHS issues.
10. Communicating effectively with people involved in the program and identifying concerns about individual program plans help ensure the program continues to meet clients' needs.

Learning checkpoint 3

Implement individual program plans

This learning checkpoint allows you to review your skills and knowledge in implementing individual program plans.

Part A

1. What key considerations should be made when preparing an environment for leisure or recreational activities?

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2. Which legal and safety requirements relate to an activity program?

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3. Should a risk assessment be conducted before undertaking an activity? Explain your response.

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4. Why do timetables need to be flexible? Provide examples.

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5. What type of resources will you require when implementing a leisure and health program?

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6. What considerations do you need to make when organising resources for an outing?

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7. Who do you need to maintain communication with during the implementation of the program?

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8. Why might it be important to identify concerns about current individual program plans?

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Part B

Read the task, then answer the questions that follow.

Prepare to implement a leisure and health activity. Think about what the leisure activity is and the considerations you need to make when implementing the activity. In a brief verbal or written report, present how you would address the following:

1. Preparing the environment (consider risk assessment, WHS and other legal and safety requirements).

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2. Preparing and organising human and material resources.

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3. How you would present the activity in the timetable.

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4. What you need to consider if the activity is off-site.

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5. How you would communicate with the client/s and other team members.

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6. How you would identify concerns about the activity.

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Topic 4

In this topic you will learn how to:

- 4A Assess progress of each individual and use specified processes**

- 4B Contribute to regular review of the individual program plan**

- 4C Regularly document and evaluate individual program plan outcomes**

- 4D Clearly identify criteria for documentation and evaluation and use for review**

Monitor and evaluate individual program plans

The purpose of evaluating individual program plans is to ensure the program is meeting the client's needs, identify whether leisure behaviours have changed, give clients the opportunity to give input and feedback about the program, and give clients further autonomy and involvement in the program.

4A Assess progress of each individual and use specified processes

Just as initial assessments are essential to programming, so are ongoing progress assessments. Progress assessments allow the client and the organisation to ensure client needs are being met and that the program reflects changes in the client's life. They also determine whether a person's goals are continually being met by the leisure and health program. Progress assessment allows the team to see whether:

- ▶ the program continues to be suitable for the client
- ▶ the person's needs are being met
- ▶ the program is helping the person meet their outcomes
- ▶ the program requires adjustment or amendments.



Involve the client in the process

Involving the client in the assessment process is an important part of evaluation. It gives the client the opportunity to provide input regarding their individual program. As with the initial assessment, progress assessments need to be regular and follow standard procedures. Your organisation will specify when these assessments should occur; for example, monthly, bi-monthly or every three months. The assessment forms will be provided by your organisation.

Informally assess progress

Informally assessing clients involves monitoring the changes in and progress of the clients through observation and communication. These are un-obtrusive observations often made during the course of work. They are valuable because they provide the opportunity to notice a change or a development in a person, either of which should be reported to your supervisor. Regular meetings allow the team to share their observations about the person's progress.

Other informal observations include noting:

- ▶ how many participants are involved in an activity
- ▶ the general level of enjoyment of and involvement in the activity
- ▶ how long an activity takes.

Methods of assessment

Assessment of progress may be made through a number of assessment methods. These may be formal or informal, and may include the following.

Interviews

Your team may organise a formal interview with a client and/or their family to track client needs. You may also use informal conversations with the client and/or family members to determine how the client experiences the program and whether they feel their needs are being met.

Observations

Observation sessions may be scheduled regularly. Your supervisor or a relevant health practitioner may elect to make a formal observation of the client's progress. Informal observations include noting any behavioural, physical and emotional changes in the client.

Surveys

Another way of gathering feedback from clients about the activity program is to provide questionnaires or surveys. Responses to these can provide insight into how individual participants respond to activities as well as how the group responds as a whole.

Example

Assess progress of each individual using specified processes

Mary is a supervisor for an outreach program for teenagers with drug and alcohol addictions. Each month, Mary conducts an evaluation of the activities program to ensure it employs best practice standards and meets the needs and goals of the individuals and the service. Mary draws up a brief report each month. She uses a number system out of 10 where 10 is the highest score. Here is what the evaluation form looks like.

Date of evaluation: 2 July 2016						
Activities	Short-term goals	Long-term goals	Goals of service	Group progress	Budget	Best practice
Music class	8	8	9	6	8	8
Cooking class	6	8	8	7	8	10
Yoga	9	9	10	9	7	9
Swimming	5	7	8	7	9	8
Arts and crafts	8	9	10	9	7	9

Additional comments:

The group is progressing well this month. There has been excellent attendance in general. Yoga and craft had 100% attendance and the feedback from the clients was most positive for these activities. They have requested additional services of this nature. The budget was kept well this month.

Signed: Mary Jones

Date: 2/7/16

Practice task 18

1. What are three things that progress assessments allow the team to see?

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2. What are three methods of assessment?

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Click to complete Practice task 18

4B Contribute to regular review of the individual program plan

The ongoing monitoring and evaluation of leisure and health programs involves regular reviews. Reviews can be conducted in a team setting or with your supervisor to discuss individual clients or the activities program. Meeting with your client and/or a family member also helps you effectively review the program. In particular, you need to review individuals with additional needs and review strategies for meeting the needs of individuals within the context of a whole group. Review regularly to ensure:



- ▶ the program continues to be suitable for the clients and their needs
- ▶ the types of activities being offered are suitable and achievable for all clients in the group
- ▶ the current activity or program is suitable (the person's health or life situation may have changed)
- ▶ the suitability of the activity environment, duration or available resources.

Individuals with additional needs

Your activity program was developed using an initial assessment of the client. Over time, clients' needs, strengths and interests fluctuate and change. Regular reviews provide you with the information needed to respond, adapt and adjust the program appropriately to continue to meet these. The following provides guidance on reviewing the program to ensure it meets individual needs.

Holistic needs

In your review, you need to remember the holistic needs of the client by considering their:

- ▶ physical needs
- ▶ mental needs
- ▶ cognitive needs
- ▶ emotional needs
- ▶ social needs
- ▶ spiritual needs.

Any of these needs may change at any time, and a change in one type of need may affect another type of need.

Identify gaps or areas of concern

You should ensure all needs are still being met, and whether there are any gaps or areas of concern. For example, consider a client who uses a wheelchair and has been participating in a wheelchair basketball team. The client reveals that she is finding it difficult to play on the team, as she gets fatigued easily and feels she is not able to play at the same level as the rest of the team. A review is needed to determine whether playing basketball is the best form of physical activity for this client.

Gathering information

The client may not be able to communicate with you about their needs and their experience of the program due to a language barrier or impairment. You may need to rely on observations, reviews from health practitioners and interviews with family members. A health practitioner may also contribute information for the evaluation based on a scheduled appointment with the client. Incorporate this knowledge into your review and consider how you will apply changes to the program activities.

Meet needs in a group context

Reviewing how the needs of individual people are being met within a group context may involve a team meeting with all members contributing their observations. Information about specific client needs may have been sourced from interviews with clients, questionnaires, formal or informal observations, reports from health practitioners or observations other staff members have made.

Discussions may include the following:

- ▶ Are all clients participating in the group context?
- ▶ Is the length of the group activity appropriate for all clients?
- ▶ Are all clients comfortable and enjoying the group interaction?

Review the strategy

Regularly reviewing the program from the perspective of individual clients will mean the program continues to be suitable for the person and their needs. Reviewing the strategy may involve looking at the types of activities being offered, and considering whether all members of the group are able to complete them. Further considerations are suggested below.

What to consider when reviewing strategy

- ▶ Is the group environment hindering the enjoyment of anyone; for example, would their participation be more successful in a smaller group?
- ▶ Is the duration of the activity appropriate; for example, does anyone tire easily or lose interest in the activity due to a short attention span?
- ▶ Other issues that may arise during the evaluation are adaptation of resources and changes in program structure.
- ▶ Needs may change following a re-evaluation of the client by health professionals.

Example

Contribute to regular review of the individual program plan

The team at Moore Retirement Village, led by Albert, meet fortnightly to discuss the activities program and review its suitability for the clients in the group.



Issues that are discussed include:

- ▶ physical, emotional, social and cognitive needs of each of the people in the program
- ▶ outcomes and goals of the program
- ▶ availability of human and nonhuman resources
- ▶ funding availability
- ▶ activity scheduling, including gaps in the program and repetition
- ▶ general levels of group participation and interest in activities.

Specific questions include:

- ▶ Is the size of the group appropriate?
- ▶ Are participants engaged for the duration of the activity?
- ▶ Are clients tiring easily or losing interest?
- ▶ Have there been changes to the needs of the participants?
- ▶ Does the activity fit within changes made to the program structure?

Practice Task 19

1. When reviewing the program what things will you consider to ensure the program is continuing to meet an individual's needs?

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2. When considering a review of the needs of individuals within the context of a group, how might you gather information?

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Click to complete Practice task 19

4C Regularly document and evaluate individual program plan outcomes

The client assessment will determine the focus of the program outcomes, and the program will be shaped in response to the identified client needs. Needs may be straightforward, specific, varied or complex, depending on the person. For example, a client may simply need to be more active to keep in good health, or a client with dementia may require gentle cognitive stimulation on a regular basis. Desired outcomes may be identified through interviews with the person, speaking with the person's family, reports from the person's health practitioner and through observation.



Program outcomes

At the planning stage, outcomes for individual clients should be clearly articulated, as well as how outcomes are expected to meet the person's needs. Program outcomes are also determined by the philosophy and goals of the organisation providing services as outlined below.

Service goals

- ▶ Culturally specific services philosophies.
- ▶ Philosophies about people, their development and learning.
- ▶ Philosophies and values about society and communities.
- ▶ Philosophies about community development, empowerment and recovery.

Other factors

- ▶ Organisational standards.
- ▶ Government standards.
- ▶ Legal requirements.

Evaluate outcomes

You need to assess whether outcomes are being achieved and needs are being met. Clients' needs are ever changing, so outcomes need to be reviewed and programs adjusted to reflect these changes. After information has been analysed, you and your team need to speak about practical applications that can either sustain client outcomes or improve the opportunity for outcomes to be achieved.

The following lists the evaluation methods and considerations when analysing and interpreting the information.

Methods of evaluation

Methods for evaluating outcomes include:

- ▶ interviewing clients and/or family members
- ▶ interviewing relevant health professionals
- ▶ conducting surveys
- ▶ conducting questionnaires
- ▶ undertaking informal observations
- ▶ undertaking formal observation sessions.

Documenting findings and analysis

- ▶ Documenting this information clearly and accurately ensures patterns and trends in the information can be identified. For example, a facilitator may document that a client told them they are unhappy with an activity. The facilitator may also document that the client appeared despondent and chose not to participate. As a result of this information, the client's health practitioner may confirm that the activity is unsuitable for the person. Privacy and confidentiality is a priority when documenting information related to the person.

Example

Contribute to regular review of the individual program plan

Leslie is a client who has dementia. Her program has been devised to meet her specific needs and engage her in a range of cognitive, social and physical activities. The reading group Leslie participates in is designed specifically for people with dementia. Only very short texts are chosen, and discussions about texts are kept brief.

During reading group one day, one of the facilitators notices that Leslie appears very distant and confused. She asks Leslie if she is okay, and Leslie just turns to look out the window and does not respond. The facilitator documents this in her end-of-shift notes and mentions it to the supervisor. The supervisor says that one of the other group facilitators had also noticed Leslie was not enjoying the activity and appeared confused.

The team meet to discuss how suitable Leslie's program is for her at this moment. The registered nurse conducts a consultation with Leslie and helps the team to establish a more effective activity for her. In consultation with Leslie and her daughter Beth, the team amend the program to include fewer social activities and more gentle cognitive activities. They monitor Leslie's behaviour in subsequent scheduled activities she participates in to see if the adjustments are appropriate.



Practice task 20

1. Why is it important to clearly document changes in client's behaviour?

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2. How can outcomes be evaluated effectively?

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3. What are three evaluation methods and considerations when analysing and interpreting data?

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Click to complete Practice task 20

4D Clearly identify criteria for documentation and evaluation and use for review

To effectively conduct a review of the program, clear criteria needs to be identified and used as a guide for the evaluation of the program. Many sectors have rigorous standards that are audited and reviewed. The evaluation of individual programs forms a part of this review process. This encourages quality improvements of the organisation but also ensures that the client's needs are evaluated to see if the program is of value to them.

Criteria for evaluation

Each organisation and team may establish their own criteria, but the following are common aspects to be addressed.

Short-term program goals

- ▶ The short-term goals of the program will be determined by the identified client needs. Short-term goals may be shaped by current research and trends in the relevant industry. Professional health practitioners, expert advice, opinions, and experiential evidence can also be valuable in setting these goals.
- ▶ A short-term goal for an isolated client may be to encourage them to have social contact. A regular leisure program may meet the expected outcome by engaging the client in social activities.

Long-term program goals

- ▶ Long-term goals are also determined by individual client needs, service philosophies, current research and specialist opinions. Long-term goals address the client's overall situation. For instance, a group of clients with disabilities may be hoping to achieve independent living.
- ▶ The long-term goal is therefore to encourage activities that foster independent living skills.
- ▶ It is important to evaluate short- and long-term goals regularly to provide you with indicators of the effectiveness and efficiency of the program.

Individual and group progress

- ▶ Clients' progress should be measured against the outcomes identified in response to client assessment. The data can then be analysed to see if the determined outcomes are valid and realistic, and whether the time lines are appropriate.
- ▶ Assess a group's progress using observation techniques such as monitoring attendance, noticing whether participants are early or late to the activity, being aware of the general mood and noting how long the activity takes. Questionnaires can be used to gauge the overall feeling and responses of the group.

Philosophies and goals of the service

- ▶ The goals of the service usually include:
 - culturally specific service philosophies
 - philosophies about people, development and learning
 - philosophies and values about society and communities
 - philosophies about community development, empowerment and recovery.
- ▶ If the program is failing to meet goals, then you and your team need to determine how goals can be better achieved.

Cost-effectiveness

- ▶ The cost-effectiveness of a program also needs to be assessed, to ensure the program is being run within the budget. If the program has exceeded funding and budgeting, you may need to determine how the program can be adapted to better manage costs, or source additional funds to meet goals.
- ▶ An evaluation of cost-effectiveness may also help establish where costs can be saved, and where more spending can be allocated.

Appropriate practice

- ▶ Appropriate practice, or best practice, refers to the techniques and methods that have been found to be most effective through research and application. Best practice is advised by government and community organisations, legislation, industry bodies, area specialists and literature, and informs organisational policies and procedures.
- ▶ Programs need to be monitored and assessed regularly to ensure best practice is being followed. If standards change, the program needs to be reviewed to reflect these changes.

Assessment documentation

As with all documentation, you need to follow organisational protocols to ensure it is completed in full, is accurate, has been signed and dated, and has been filed correctly.

When making observations about the client's progress, always be factual and avoid giving your own opinion or interpretations. Use only the information your client provides and the objective observations you make. Use concrete examples to support your claims about the client's progress wherever possible.

The following are also important points to remember:

- ▶ Respect client confidentiality.
- ▶ Respect cultural differences.
- ▶ Avoid judgmental language.

Quality improvement and accreditation system

In the particular industry you work in, there is likely to be an accreditation agency that provides a set of criteria and principles against which your organisation is evaluated. Accreditation agencies ensure organisations meet industry standards and practices. Many sectors have accreditation standards so that organisations providing a service must reach a certain level of standard across a range of areas in order to continue and be accredited to offer a service to people.

There are standards in operation for the aged care, mental health and disability sectors. For example, in aged care, there is the Aged Care Quality Standards.

You can read more about aged care standards at:

- ▶ <http://aspirelr.link/aacqa-standards>

Criteria for accreditation system principles include:

- ▶ responding to clients' needs
- ▶ organisational improvement
- ▶ process and systems improvement
- ▶ staff improvement
- ▶ quality and assessment.

Example

Regularly document and evaluate individual program plan outcomes

Deidre and her team have an internal audit and review scheduled in three weeks. The service that they are employed by provides leisure and health services to disadvantaged groups in a low socio-economic part of regional Victoria. They are going through the documentation and doing 'spot checks' on individual plans to see if the evaluation criteria is thorough and that an evaluation has been conducted for all the samples they are reviewing. So far, every document has lots of evaluation feedback and recommendations, showing the team has carefully and systematically evaluated each client and incorporated the feedback into changes to the client's plan.



Practice task 21

1. Describe each of the following criterion for documentation and evaluation:

Progress, long-term goals, short-term goals and best practice.

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2. What factors should be considered when preparing documentation for evaluations?

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Click to complete Practice task 21

Summary

1. Progress assessments allow the client and the organisation to see that client needs are being met and that the program reflects the changes the client experiences.
2. Regularly reviewing the program from the perspective of individual clients will mean the program continues to be suitable for the person and their needs.
3. You and your team will review the program plans for individuals with additional needs and review strategies for meeting the needs of individuals within the context of a whole group.
4. You need to follow organisation protocols when evaluating, and ensure documentation is complete, accurate, signed and dated, and filed correctly.
5. The program plan outcomes will be determined in the client assessment and will be based on individual client needs.
6. After evaluation practical applications must be decided upon that will either sustain client outcomes or improve the opportunity for outcomes to be achieved.
7. Effective communication is important when reviewing strategies and approaches to activity programming with your team.
8. To effectively conduct a review of the program, you need clear criteria for assessment.

Learning checkpoint 4

Monitor and evaluate individual program plans

This learning checkpoint allows you to review your skills and knowledge in monitoring and evaluating individual program plans.

Part A

1. Explain why it is important to conduct an evaluation of a program.

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2. Describe the different methods of evaluation.

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3. What are three criteria against which programs are evaluated?

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4. How do evaluations help improve the leisure and health program?

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5. What is the purpose of quality improvement and accreditation system principles?

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