

CHCLAH001

Work effectively in the leisure and health industries

Release 1



Learner guide

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Aspire version 1.3



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Version control and modification history

Version	Release date	Modification
Release 1, version 1.1	December 2015	First release
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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Level 1, 464 St Kilda Road
MELBOURNE VIC 3004 AUSTRALIA
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Contact details

Participant

Name:

Start date:

Phone number:

Email:

Work location

Name:

Address:

Postal address:

Workplace supervisor name:

Phone number:

Fax:

Email:

Registered Training Organisation (RTO)

Name:

Address:

Postal address (if different):

Phone number:

Fax:

RTO contact name:

Mobile:

Email:

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Before you begin

This learner guide is based on the unit of competency *CHCLAH001 Work effectively in the leisure and health industries*, 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 Provide appropriate leisure and health services	1A Demonstrate understanding of the value of leisure, recreation and play in enhancing wellbeing	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1B Identify different work environments, services and work roles within the industry	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1C Work within the current models of leisure and health practice	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1D Ensure individuals participate in all aspects of service planning and support activities	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1E Undertake all work as part of the interdisciplinary team and exhibit an awareness of a conjoint approach to programs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1F Identify personal values and attitudes regarding leisure, recreation and play and take into account when planning and implementing activities	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Topic	Key outcomes	Rate your confidence in each section
Topic 2 Operate within the policies and procedures of the leisure and health sector	2A Read relevant organisation policies and discuss with colleagues and team	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2B Ensure all work is consistent with statutory and legislative provisions	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2C Work ethically and within duty-of-care requirements recognising dignity of risk	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2D Seek information for professional development and further training options, and identify potential career pathways	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident



Topic 1

In this topic you will learn how to:

- 1A Demonstrate understanding of the value of leisure, recreation and play in enhancing wellbeing**
- 1B Identify different work environments, services and work roles within the industry**
- 1C Work within the current models of leisure and health practice**
- 1D Ensure individuals participate in all aspects of service planning and support activities**
- 1E Undertake all work as part of the interdisciplinary team and exhibit awareness of a conjoint approach to programs**
- 1F Identify personal values and attitudes regarding leisure, recreation and play and take into account when planning and implementing activities**

Provide appropriate leisure and health services

In order to provide appropriate services to people, it is necessary to have an understanding of the value that leisure, recreation and play have in enhancing wellbeing. Being able to explain the benefits to groups of people of all ages will encourage participation along with an understanding of the benefits to holistic health.

The work of a leisure and recreation worker is varied and requires skills, knowledge and an ability to adapt to varying work environments in different roles within the larger framework of the sector.

To ensure the ongoing success and participation of people in leisure and health activities, it is important to ensure individuals are involved in the planning of activities and have a say the service they want to receive. Working as a part of an interdisciplinary team also ensures that opinions are sought from key stakeholders to keep the programs relevant and meeting the needs of target groups. Access and equity considerations means having an understanding of the barriers that may make it difficult for participation in programs, including the involvement of groups representing the wider community of Australia and all its diversity.

1A Demonstrate understanding of the value of leisure, recreation and play in enhancing wellbeing

The leisure and health industry in Australia is large and significant, employing numerous people and playing a key role in helping maintain and enhance the physical, emotional and psychological health and wellbeing of all Australians. Leisure, recreation and play are important in enhancing health and wellbeing.

Your role within the industry will involve providing appropriate leisure and health activities and services to the community. You will be required to provide services to a wide range of people from different sectors of society, some of whom may have particular needs. These might include the need to work specifically with children, support people with disability or illness (including mental illness) or help young people or older people in different work environments.



Leisure, recreation and play

People use the terms leisure, recreation and play interchangeably when describing an activity they do during their free time. These terms all have common themes in that they are freely-chosen activities and occur in a person's discretionary time – time that is chosen for the purpose of leisure, recreation or play. Discretionary time is a crucial component of a balanced and healthy lifestyle because it is a time when people can do what they want to do, away from work and other commitments.

Leisure

Free choice activities which are not seen as work, obligatory or constrained that foster wellbeing. The right to participate in free choice activities which are not work related is supported through the United Nations Universal Declaration of Human Rights.

Recreation

Participation in community, outdoor, fitness, sport, racing, arts, entertainment, music and tourism activities. It is important to note that not all recreation activities are physically active; some are quite sedentary in nature.

Play

This includes activities outside of our usual roles and which include any of the following; voluntary, fun, role play, games, fantasy, exploring, social exchange and learning. The right to play is supported by the United Nations Convention on the Rights of the Child.

Facts and myths

There are a number of facts and myths surrounding the value of leisure, recreation and play and its relationship to health and wellbeing. The following table outlines some of these facts and myths.



Myths

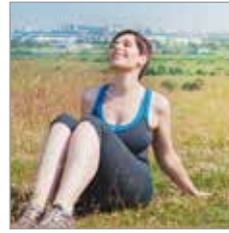
Australians are predominantly sedentary and don't like activity.

Australians don't have much money to spend on recreation.

Older people cannot participate in physical activities.

People with mental illness do not want to be involved in community recreation activities.

Recreation and leisure is only about physical activity.



Facts

Australians rate highly the importance of health, community, jobs, housing and general life satisfaction.

Household spending on recreation has seen a significant increase over the past years.

There are many benefits to older people including physical, emotional and social benefits.

Social inclusion improves outcomes for people with mental illness.

Making friends is a frequently reported benefit of participation in recreation and leisure activities.

Health and wellbeing

Personal measure and understanding of health and wellbeing varies a great deal from person to person. It is important to acknowledge that people may have a different view and measure of their own health compared to your own view.

Health and wellbeing is comprised of physical, social and emotional elements. Physical wellbeing encompasses factors such as the absence or satisfactory management of physical sickness or disease, an ability to perform activities of daily living without undue fatigue or pain, and an ability to participate in chosen activities for recreation or play.

Emotional or social wellbeing is often less tangible than physical wellbeing, as it can be harder to measure through evidence or collection of data. However, supporting emotional or social wellbeing is an important factor to consider as much as physical wellbeing.

Here are some examples of how you can measure these types of wellbeing.

Measures of emotional and social wellbeing

The absence or satisfactory management of mental illness

The mental ability and desire to participate in daily activities

An interest in life and life's activities

An interest in and desire to interact with others or to feel satisfied with one's own company

The ability to function within the expected range of behaviours generally seen for others of the same age group, background, experience and situation

Enhancing wellbeing

There is evidence that supports the idea that there is a relationship between the pursuits of leisure, recreation and play with health and wellbeing. These benefits cover a holistic view of health, which includes a person's physical, social and emotional health and wellbeing.

Participation in leisure, recreation and play is known to have health benefits such as, as shown here.

Benefits of participation in leisure, recreation and play

▶ Increase in cardiovascular fitness

▶ Increase in muscular strength, agility and flexibility

▶ Decrease in measures of obesity

▶ Increased self esteem

▶ Decreased stress

▶ Decrease in anti-social behaviour

▶ Promotion of social and cultural harmony

▶ Increase in social relationships and corresponding decrease in social isolation

Benefits of leisure activities

Leisure, recreation and play all have an important role in social wellbeing by providing people with a sense of identity and personal autonomy. Involvement in leisure-time activities adds meaning to individual and community life and contributes to people's overall quality of life. Recreation can encourage personal growth and self-expression. It provides increased learning opportunities and can satisfy needs not met in non-leisure time.



For many people, participation in leisure and recreation improves their physical and mental health. Recreation often involves a physical activity or sport. Research shows increased physical activity can lead to fewer health problems and higher productivity at work, especially when combined with a balanced diet and a healthy lifestyle.

The benefits for mental health are equally important. Several studies have demonstrated links between regular physical activity and a reduction in the symptoms of mild or moderate depression, stress and anxiety. Passive leisure also has benefits for mental health by providing an outlet for the mind. It may provide physical rest, tension release and opportunities to enjoy nature and escape from the daily routine.

Participation in leisure and recreation activities can also have social benefits. It creates opportunities for socialisation and contributes to social cohesion by allowing people to connect and network with others. It can also contribute to family bonding when families do things together in their leisure time.

Benefits to health and wellbeing

A summary of the benefits of leisure, recreation and play are listed below. Health and wellbeing benefits for can be seen to enhance psychological, social, physical aspects of the body. There can also be benefits to the community, the economy and the environment.

Here are some examples of the benefits of leisure and recreation.

Psychological benefits

- ▶ Provides confidence from meeting goals and achieving success
- ▶ Promotes self-esteem and positive self-image, significant variables in emotional and mental health
- ▶ Invites people to help themselves and make choices that enhance a sense of control
- ▶ Reduces stress
- ▶ Promotes a positive lifestyle

Social benefits

- ▶ Builds social supports and strong communities
- ▶ Combats isolation and loneliness
- ▶ Strengthens families
- ▶ Encourages learning
- ▶ Develop social skills
- ▶ Promotes cultural harmony and sharing or diversity

Physical benefits

- ▶ Can offer a positive solution to obesity and ill health (combined with healthy diet)
- ▶ Combats chronic conditions such as diabetes, arthritis, asthma and osteoporosis
- ▶ Helps manage blood pressure, cholesterol levels
- ▶ Increases life expectancy
- ▶ Improves cardiovascular and respiratory functions
- ▶ Increases muscular strength and endurance
- ▶ Significantly reduces rates of heart disease, stroke and certain cancers

Community benefits

- ▶ Unites communities and neighbourhoods, adding to identity and pride
- ▶ Develops opportunities for volunteerism
- ▶ Promotes cultural harmony
- ▶ Engages community organisations in positive and creative contributions to their community
- ▶ Boosts sustainable economic development by attracting residents, businesses and tourists seeking high quality of life

Economic benefits

- ▶ Can reduce expensive health care costs
- ▶ Promotes productivity and can reduce workplaces absences accidents
- ▶ Can reduce the high cost of vandalism and criminal activity

Environmental benefits

- ▶ Encourages sustainable community design that encourages active living through active transportation

Benefits of leisure for every person

Everyone can benefit in some way by participating in leisure and health activities. For a person working in this sector, you need to be able to understand and explain the benefits of what you can do to a wide variety of people and community groups. The particular services required by some groups in the community will need to be tailored to meet their particular needs. Groups such as children, young people, people with disability, people with an illness and older people may need some specific considerations.

Here is a summary of some factors to consider when communicating the value and benefits of leisure, recreation and play to specific population groups.

Children

- ▶ UNICEF's *Convention on the Rights of the Child* states that play and recreation are essential to the health and wellbeing of children and promote the development of creativity, imagination, self-confidence, self-efficacy, as well as physical, social, cognitive and emotional strength and skills. Through their involvement in play and recreation, children learn by doing; they explore and experience the world around them; experiment with new ideas, roles and experiences and in so doing, learn to understand and construct their social position within the world.

Young adults

- ▶ Leisure and recreation opportunities for youth can provide positive lifestyle choices and offer structured ways to spend their leisure time. For disadvantaged young people, these activities can provide experiences they would not normally have access to and for some it may offer alternatives to self-destructive behaviour.

Older people

- ▶ The benefits of activity can be compared to the poor rates of health that occur with inactivity in older people. There is an impact on general quality of life and several of the major health issues that occur in older age list activity as a preventative measure. This includes major diseases such as diabetes, cancer, cardiovascular disease, and musculoskeletal conditions such as osteoporosis, rheumatoid arthritis, osteoarthritis and damage caused by falls.

Other conditions that benefit from activity include respiratory disorders, and mental illness such as depression. In addition, active older people are able to remain in the community longer, caring for themselves.

People with illnesses

- ▶ One of the main benefits is keeping healthy and enhancing wellbeing as a preventative measure to illness. It has been found that some forms of pain can be relieved by exercising affected body parts and other benefits for pain management come from diverting the person's attention through activity and social interactions.

People with disability

- ▶ With supports available, people with disability can choose to participate in a full range of community recreation and leisure activities based on their personal interests and desires. It may be necessary to support the person by physically assisting them to be part of the activity. People can benefit by acquiring particular skills and competencies, being part of social interactions and making new friendships. Activities can bridge the gap between just being in the community to participating in it.

Example

Understand the benefits of recreation

John has an intellectual disability that limits his verbal and motor functioning. He loves playing football. His parents meet with a leisure officer, Ken, as well as the local football club manager to see if John can join a local football team. The manager seems unsure about John's specific needs and is sceptical of His ability to join the team. Ken explains to him the value and benefits to both John and to the club of allowing John to participate as a team member.

The following week the club contacts John and Ken to discuss ways that John can participate. They all conclude that the best way is for John to initially attend one training session each week with the overall goal for him to be able to play in a match the coming season, which begins in six weeks' time.



Practice task 1

1. Explain the difference between recreation, leisure and play.

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2. What are the three aspects of health?

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3. Provide four benefits to wellbeing that come from participation in recreation, leisure and play.

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4. List four benefits to the community that come from participation in recreation, leisure and play.

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5. Explain how participation in recreation, leisure and play benefits young people.

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Click to complete Practice task 1

1B Identify different work environments, services and work roles within the industry

Australia's leisure and recreation sector is a large and significant one, taking in a wide variety of job roles. Many people are employed in the sector in a range of work roles and in a variety of work environments in the community, within government departments and in the not-for-profit sector. The services offered can differ according to the work setting and the leisure and health services required to meet the needs of the people using the service.



The leisure and health sector has evolved over time and has been influenced by a range of factors. As the historical, social, political and economic contexts of Australia have evolved, this has influenced the work environment and services provided by people who work in the sector.

Changes in use of leisure services

The ways in which leisure and health has been used by different groups and sectors in the community have changed over time. This has mainly been dependent upon the wider acceptance and empowerment of particular groups who now more readily seek services to support their needs.

Here is some information about how leisure services have changed for different groups and sectors within the community.

People with disability

- ▶ Movement away from a medical model where leisure and recreation was based in treatments and interventions, and the perception was one of 'handicap' and diagnostic labelling and stereotypes
- ▶ Development of consumer-driven services as a replacement for organisation or service provider led services
- ▶ Increased involvement of people in planning, directing and organising services
- ▶ Continued strong focus on not-for-profit organisations providing services
- ▶ Greater use of standards and codes of practice to guide care provision at a high-quality level

Older people

- ▶ Increase in number of people who are older
- ▶ Increased life expectancy
- ▶ Greater numbers of people remaining in their own homes within the community
- ▶ Increase in leisure activities
- ▶ Concept of 'ageing in place' as a replacement for need to move facilities with changing needs
- ▶ Specific targeting of leisure pursuits through recreation worker roles within facility and community-based care settings
- ▶ Continuing strong focus on not-for-profit organisations providing services
- ▶ Greater use of standards and codes of practice to guide care provision at a high quality level
- ▶ Move towards consumer-led approach and person-centred planning for services

Hospital services

- ▶ Frequent focus on medical care needs
- ▶ Leisure as part of an overall health plan aimed at improving physical and mental health and wellbeing
- ▶ Focus on improving or regaining skills and abilities and moving towards specific, measurable goals
- ▶ Strong use of multi-disciplinary team approach and case management strategies
- ▶ Links with community-based services to continue support

Mental health

- ▶ Move from institutionalised care to community-based care model
- ▶ Increased awareness of rights and benefits for people with mental illness participating in community-based recreation and leisure
- ▶ Growing awareness of need for specific targeting of various groups within the community such as younger people, older people and people from various cultural backgrounds
- ▶ Continuing strong focus on not-for-profit organisations providing services
- ▶ Increasing awareness of crossover between mental health services and other sectors such as aged care and disability services to support people with multiple needs

Correctional services

- ▶ Movement from traditional focus on deterrence and punishment to one of rehabilitation, skills development and service to the community that will reduce the likelihood of reoffending
- ▶ Increase in use of diversionary intervention especially for young people, and the introduction of youth justice conferences
- ▶ Movement away from large youth detention centres to smaller, community-based facilities
- ▶ Significant community discussion on issues related to immigration detention centres

Social context for leisure and health services

The social context of leisure includes the type of leisure activities chosen and the time a person allocates to them. These decisions are often based on childhood experiences and the values and attitudes of a person's family and peer group to leisure and recreation.

Consider an example where a person has grown up in a family where outdoor recreation is a valued and frequent activity. As they get older, it may be more likely that these people will engage in this sort of activity themselves. By contrast, consider a child who grows up in a family where using the internet and watching TV are considered meaningful leisure-time activities. It is likely that as the child grows they will engage in these activities and so will be less likely to spend their leisure time in more active pursuits.

Social factors affecting decisions regarding leisure pursuits may include:

- ▶ the influence of the peer group
- ▶ early family experiences of leisure activities
- ▶ role modelling by significant others
- ▶ acceptance by the social group of particular activities.

Social and cultural context

Social context and cultural contexts should be considered as determiners of leisure activities. The influence of culture often affects personal decisions about leisure, including how much, what type, when and who participates. Cultural factors will vary significantly between groups and can influence the way leisure and recreation activities are valued by a particular cultural group.

Some people have no room in their lives for the concept of leisure, as the emphasis is on working and providing food, shelter, income and security for the family. Many work tasks involve hard physical labour, leaving little time or energy for engaging in physical leisure activities. In some social and/or cultural groups, the concept of leisure may relate to activities such as oral storytelling, dance or the sharing of songs and games. For people with more time and resources, the concept of leisure often involves buying specific clothing and equipment for the sole purpose of engaging in activities purely for pleasure and self-fulfilment. This might be viewed differently in some cultural and social settings. Some people would never consider engaging in leisure activities alone, but would do so with a larger social group and/or family, where the leisure or recreational activity involves bringing people together.



Political and economic influences

The notion of the eight-hour work day came into being in Australia in the mid-1800s and is annually recognised on Labour Day (also known as Eight Hours Day). This was established in recognition of the fact that workers had the right to limitations on their working hours, leaving them free to engage in other activities such as sport, recreation, time with family and household duties.

Since that time the government has been involved in leisure and health at a local, federal and state level. The benefits of participation to wellness and health are well understood. Funded services are widespread across Australia and are becoming more focused on encouraging participation of specific groups such as older people, children and people with disability.



The services offered by government departments and agencies vary according to the specific needs of communities. They include promotional campaigns, funding, structured programs, research, facilities development and operations, and direct service provision.

Government and political decisions regarding leisure and recreation also influence the amount of discretionary income a person or family has to spend on leisure activities. The socioeconomic status and stability of the income source within the family will influence the type of leisure activity chosen; for example, the need to purchase equipment and clothing, or the payment of fees to participate.

Work environments

The following provides examples of some of the work environments where people may be employed in the leisure and health sector, along with a description of the work environment.

Aged care facilities

There may be a dedicated activities room or centre, or activities may occur within a lounge or day room or outdoors.

Group homes

Activities may be undertaken within the home environment or residential facility, or away from it in a variety of community settings.

Local council

Activities may be office-based or located away from the office in community venues or outdoor locations.

Community centre

Duties may involve a mix of office-based tasks and direct involvement with participants in sports or activity-specific rooms within the centre.

Rehabilitation centre

Some tasks in rehabilitation centres of hospitals may be office-based, and some may involve activities in purpose built facilities, or off site during individual home visits.

Correctional facilities

Activities will generally occur as an in-facility role, or may involve outreach or community-based settings.

Adult day centres

Duties will often involve a combination of on-site and off-site work in a variety of community venues.

Outreach

Duties will involve predominantly non-office work in a variety of settings such as local sporting facilities, outdoor venues and public facilities.

Work roles and services

There are many different work environments and work roles in the leisure and health sector. In some work environments, workers are based in a single location, with people coming to access services on-site. In other situations, workers may take on a more transient role, visiting people in a variety of environments including private homes, aged care facilities, group homes and community recreation venues. Work roles also vary. Some roles offer administrative or office-based duties, while others are more predominantly individual-focused. Some roles involve a combination of the two.

Extensive skills and knowledge are needed to provide services to people in the leisure and health sector. These include sound experience in working and communicating effectively with individuals, liaising with key stakeholders, understanding and being able to work with important areas of legislation and service standards, understanding your role in protecting confidentiality, and providing appropriate duty of care for people.

The following provides some examples of typical work roles which may exist within the leisure and health sector, along with some examples of duties which may be required.

Recreation worker

- ▶ Planning recreation programs
- ▶ Developing individual plans
- ▶ Liaising with other staff to ensure activities are appropriate and meaningful
- ▶ Implementing programs and activities
- ▶ Supporting individuals
- ▶ Promoting and liaising with external organisations, providers and clubs

Program supervisor

- ▶ Supervising recreation workers, case managers, program assistants and personal care workers
- ▶ Planning program directions
- ▶ Developing strategic plans
- ▶ Overseeing quality control responsibilities
- ▶ Monitoring adherence to relevant standards and legislation
- ▶ Liaising with more senior staff members to ensure activities are in line with budget, strategic organisational directions and values statements

Disability support worker

- ▶ Providing individual support to access facilities, programs and desired leisure pursuits
- ▶ Facilitating tasks such as organising bookings, travelling to facilities, communicating with others and completing general organisational tasks
- ▶ Supporting group activities and programs

Personal care worker

- ▶ Providing individual personal care support to people to facilitate their independent participation in recreation and leisure activities of their choosing

Community leisure officer

- ▶ Developing and implement programs tailored to the specific needs of a community or group of participants
- ▶ Promoting capacity building within various segments of a community
- ▶ Interacting with other service providers and departments within the local community

Facilities manager

- ▶ Providing a management role within a specific facility
- ▶ Supervising recreation workers and other staff including fitness and training specialists

Camp managers

- ▶ Providing supervision to recreation and general staff members
- ▶ Supervising program development
- ▶ Maintaining and overseeing facilities and equipment
- ▶ Ensuring compliance to safety legislation and requirements, accreditation and standards
- ▶ Supervising program staff
- ▶ Liaising with other professionals such as teachers, support workers, program managers and supervisors

Diversional therapy

- ▶ Providing assistance within a diversional therapy program under the supervision of a diversional therapist

Aquatics program assistant

- ▶ Providing assistance under the supervision of a qualified aquatics program leader
- ▶ Providing personal support to allow an individual to participate in an aquatic program

Respite program worker

- ▶ Providing one-to-one or small group support to facilitate participation in programs designed to provide respite opportunities for primary caregivers

Sustainability in the workplace

Maintaining sustainability means reducing our ecological footprint – our use of the Earth’s resources balanced with the Earth’s capacity to regenerate – without affecting our quality of life or that of future generations. Sustainability principles can be applied to the work role and functions of the leisure and health worker. Sustainability in the workplace incorporates several aspects including environmental, economic, social and workforce sustainability.

Environmental sustainability means using the Earth’s resources without substantially limiting future generations’ access to them. This includes maintaining the beauty of the natural environment. To a certain extent, this can be achieved through the use of renewable resources, such as wind and solar, rather than non-renewable resources like oil and coal.

Economic sustainability means identifying ways to ensure all resources are used in the most efficient, beneficial and responsible way. In most businesses, economic sustainability is driven by management, but everyone has a role to play.

Social sustainability is about creating healthy and liveable communities through the development of formal and informal processes, systems, structures and relationships.

Workforce sustainability means retaining the right people with the right skills to meet current and future business requirements. Workforce sustainability should be considered in terms of recruitment, motivation, job satisfaction, stress, career paths, staff turnover and work role.

Here are some further examples of the four main types of sustainability mentioned.

Environmental

An example of environmental sustainability is using less paper for printing. Reuse and recycle paper wherever possible. This may reduce tree logging, which may in turn reduce the amount of greenhouse gases in our atmosphere.

Economic

An example of economic sustainability is the efficient use and acquisition of resources, such as securing ongoing and recurring funding. Follow workplace policies and procedures and use equipment and resources appropriately according to the manufacturer's guidelines.

Social

An example of social sustainability is ensuring all people have equal access to participation in the service and diversity is supported. For most workers this involves communicating clearly with people, establishing a trusting, collaborative and professional relationship and incorporating cultural and linguistic diversity requirements.

Workforce

Examples of workforce sustainability include accessing education and training, accessing external expertise and advice, and reporting WHS concerns or issues. For most workers this involves understanding what is expected of you and following workplace policies and procedures.

Example

Discover leisure activities later in life

David is 81 years old and has recently moved into an aged care facility. Before moving to the aged care facility, David never had time for a hobbies or leisure activities, and any spare time was taken up with work, family and household obligations. He has always enjoyed socialising, but has never had exposure to group recreational activities.

The leisure officers at the aged care facility feel David might benefit from involvement in some of the recreational activities on offer so he can mix socially with the other residents. David is reluctant, but the officers are encouraging him to come and watch to begin with; hopefully he will decide to participate in the near future.



Practice task 2

1. Outline how leisure services have changed over time for people with mental health needs.

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2. Identify two social factors that may affect decisions regarding leisure and recreation participation.

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3. Explain how political decisions affecting the leisure sector may influence a person's involvement in recreation and leisure activities.

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4. Provide examples of two different work environments that may employ recreation or leisure officers. Give an example of the work conditions for each.

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5. What might be four of the tasks required of a program manager in the leisure sector?

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6. What is the general definition of sustainability?

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Click to complete Practice task 2

1C Work within the current models of leisure and health practice

Like most industries, the leisure and health sector has its own set of underpinning values and philosophy, models of leisure and health, and a set of issues that continues to change based on changing social attitudes towards leisure and health.

These provide a framework within which to work and should be used when communicating and interacting with individuals and the community. The models used in the leisure and health sector involve using a holistic approach to care, individual-directed care, empowerment for all and the consideration of the rights of the person.



Values of the leisure and health sector

There are a number of values and philosophies relating to the leisure and health sector that underpin the operations and services provided to people.

Here are some examples of these values and philosophies.

Values and philosophies

Holistic and consumer-directed approach to service

Commitment to empowering the person

Commitment to meeting rights of person

Community education

Delivering appropriate services

Promoting personal growth and wellness

Holistic approach to care

A holistic approach refers to considering all of a person's needs, rather than simply focusing on one aspect. It includes looking after the physical, emotional, psychological, social, economic, environmental and spiritual needs of the person. In the past, services sometimes focused only on the aspects of care and support they traditionally provided, and did not take into account the fact that many people had a diverse range of needs across many different areas.

Consumer-directed care

Consumer-directed care enables individuals (and their primary carer) to make decisions about their own care. The person is the main focus and this ensures that decisions and actions are relevant and appropriate to a person's needs, abilities and interests. In this approach, the service recipient is the centre of service planning and implementation, and they are involved in goal-setting, planning, considering and discussing their needs and making choices about activities.



In the past, these decisions have been made by service providers. Service providers and organisations have moved from a service-driven to a consumer-driven approach. This means that the person needs to be the primary decision-maker about their specific services and care.

This consumer-directed approach is also reflected in the service standards and regulations that guide the various segments of the leisure and health sector. Through this approach, many people are able to cease being simply service users, and instead become service directors as they take charge of their own activities and future directions.

Value empowerment

Empowering the person means taking active and purposeful steps to make sure they are able to take charge of their own care and support as much as they are able to.

Choosing to empower the person may be challenging at times, and it can be more time-consuming than other approaches. However, from a legal and ethical perspective, it is important to always empower the person in your day-to-day work activities as this better reflects the values and philosophies of the leisure and health sector.

Practical ways to empower the person include:

- ▶ writing individual plans describing where an individual wishes to direct their own care and support
- ▶ offering choices and encouraging people to be proactive in choosing activities they would like to participate in
- ▶ respecting the right of people to participate or opt out of activities
- ▶ providing avenues for making complaints and suggestions that are user-friendly and accessible to all people
- ▶ using open rather than closed questions where appropriate to encourage people to express their opinions and wishes.

Value a person's rights

Legislation, standards and accreditation processes have been developed to uphold a person's rights and ensure needs are adequately met. In most service organisations there will be documentation explaining how that service meets the relevant legislation and standards, as well as how they measure the quality of their service provision against relevant key performance indicators. By reviewing the policies, procedures and other documentation in your workplace, you will become aware of how your service meets needs and upholds the rights of people using the services offered. It is vital that you are personally committed to the needs and rights of the individual and that you actively seek to implement the policies, procedures and service standards that support these.

People generally have the right to:

- ▶ participate in or have access to activities
- ▶ choose not to participate
- ▶ be given access regardless of their ability to pay for services
- ▶ be judged against stated eligibility criteria when applying for services
- ▶ expect high-quality care
- ▶ be cared for by trained and appropriately skilled staff
- ▶ be encouraged to be independent and autonomous to the best of their ability
- ▶ receive services that enhance their quality of life.

Value community education

Members of the broader community may not be aware of the most appropriate way to interact with people who are older, have disability or mental illness, or require some other form of specialist support and care. During interactions, people with a lack of awareness may say or do things that are offensive or that unreasonably exclude the person from activities. Some people may be fearful that the individual may injure themselves, worry how others may feel about the individual participating in activities, or feel that people with complex needs should participate in activities at a segregated location.



Community education programs can help overcome a lack of knowledge and awareness about the ability of people with complex needs to participate in everyday life. Community education usually occurs through informal exchanges and communication. For example, informal community education may occur through talking to a club captain in a local sporting club about supporting a young person with mental illness to become a member of the club, or by taking a group of older people to a community garden to participate in gardening activities.

Deliver appropriate services

It is important that the services provided to a person are appropriate to their needs and abilities. Below are examples of how this can be measured.

Personal care plan

A personal care plan or individual planning document may include notes about special care required by the person, or any activities that the person is not advised to undertake for medical reasons.

Risk management

This is an ongoing process where you evaluate the proposed activity, the environment in which it will take place and the person's needs and abilities to ensure any risks are reasonable and appropriately managed.

Personal growth and wellness

Personal growth refers to the development of social and emotional aspects of human functioning. For example, a person may grow in their ability and confidence to participate in a small group activity where they previously appeared withdrawn and reluctant to interact with others.

Wellness refers to considering activities that promote good health and wellbeing, rather than focusing on remediation and management of illness, disability or disease. Measuring and recording personal growth and wellness can be challenging. For this reason, documents such as care plans can fail to record outcomes or measures related to personal growth and wellness, and instead focus on more tangible and measurable outcomes.

A focus on personal growth and wellbeing is important within the leisure and health industry. Health promotion addresses a number of different areas, including preventing illness or accidents and maintaining existing good health.



Current issues for the sector

The issues affecting the leisure and health sector have changed over time and these changes reflect the different approaches to care in the leisure and health industry. In the past, the delivery of services was based on the medical model which focused on treatments and interventions, and people using services were subject to diagnostic labelling and stereotyping. This institutionalised care model was largely in place until the 1980s.

Now the approach is to view the person more holistically and to work towards the development of consumer-driven services as a replacement for organisation-led services. People are encouraged to be involved in planning, directing and organising their services and there is an increased awareness of personal rights and the benefits of recreation and leisure activities for people in community.

Current issues that may impact on your work in the leisure and health sector:

- ▶ Funding impacts
- ▶ Community links
- ▶ Employment issues
- ▶ Work environment issues

Funding impacts on the sector

Funding issues affect most areas of the leisure and health sector. Significant amounts of funding come through government sources at local, state and federal levels. Agencies and organisations providing services that receive funding must keep records that account for the people who received the services, and documentation on the eligibility criteria for the funding.

Sufficient funding is not always available to meet the existing needs of particular people or the community's needs. This is an ongoing issue facing the leisure and health sector. Some programs and services have waiting lists for people wanting to receive a service, or are simply unable to offer the service an individual or family requires.

Funding is often tied to specific eligibility requirements, such as:

- ▶ age
- ▶ disability or need
- ▶ severity of impact on daily living
- ▶ needs of other family members
- ▶ locality
- ▶ living situation.

Community links in the sector

Since the 1970s there has been a widespread movement away from institutionalised care in areas including mental health, disability services and aged care services. Many service providers now offer person-centred services, which increasingly see funding allocated to individuals through packages where they can then pay for services according to their needs and preferences.



Providers have also moved towards services being located in smaller facilities or community settings where informal and unplanned interactions with other members of the community are possible, and community links can be maintained. The benefits include that it is easier for people receiving services to remain in their own homes, retain links with community activities, education and work, and build and maintain friendships and social networks. It can also assist a person who requires rehabilitation if they are able to gradually transition from intensive support to a more independent situation.

Issues in employment

For many people participating in leisure and recreational activities, it is the continuity of support that is most important to them. However, due to funding shortfalls and inconsistencies, there is a tendency to employ workers on a casual basis. This results in disrupted continuity.

This is an issue in many areas of the leisure and health sector, including respite, aged care, disability, employment and residential services. Reliance on casual work can lead to high turnover of staff or staff working more than one job, resulting in changing availability and fluctuating work arrangements. This makes continuity of support difficult to maintain, and can have an overall negative impact on both job satisfaction and the satisfaction of the people who use the programs and services.

Changing work environments in leisure and health

In the leisure and health sector, the location of work can vary. Some work may involve providing on-site support through centre-based programs and activities or individual support. Some work may involve being off-site in the wider community. Staff may need to travel with an individual to various venues, or be involved in meetings and activities at a variety of locations. This is especially true of rural and remote areas of Australia.

Although many people enjoy working in new locations, it can be challenging. Off-site work requires a very different set of skills from working in a single centre, and a greater degree of autonomy and self-reliance. For example, some positions may require travelling to geographically isolated locations. This work can be very satisfying, but it can also be personally isolating.

There are a wide variety of employment options within the leisure and health sector. Below are some examples.

Employment options within the leisure and health sector

- ▶ Employment can range from full-time, permanent positions to part-time or casual work.
- ▶ Working during holiday periods or over weekends is sometimes required.
- ▶ A seven-day roster is often used to suit the needs of people and services.
- ▶ Evening or overnight work may also be part of employment arrangements, particularly in services operating on a 24-hour support model.
- ▶ Some positions may be contract-based, requiring a work commitment for a period of weeks or months.

Apply models to practice

Some of the models of leisure and health now in common use across the sector include holistic approach to care, consumer-directed care, encouraging empowerment and incorporating the rights of the person. These models should be applied to the delivery of every service to every person no matter how complex their needs. This is sometimes difficult when working to provide a high level of service when issues of funding or employment security can interfere with delivery.

Here are some models used in leisure and health services, as well as examples of their practical applications.

Holistic approach to care

- ▶ Sally is 50 years old and is involved in discussions with her personal care worker about the services she wants. She decides that she wants to do a physical activity to maintain health but also it needs to be in a community setting so she can have the chance to meet people and make new friends. This shows that Sally has a range of needs and may need support across several different areas.

Consumer-directed care

- ▶ Rebecca has been involved in the development of her care plan with the program manager of a leisure centre. Rebecca has been asked many questions and feels she is the central focus and that the decisions are relevant and appropriate to her needs, abilities and interests.

Encouraging empowerment of the person

- ▶ Paul has not been coming to the classes he enrolled in a month ago. After speaking to Paul, it seems he has not enjoyed them and would prefer to opt out and choose another activity. This shows that Paul has been empowered to opt out of activities he no longer enjoys.

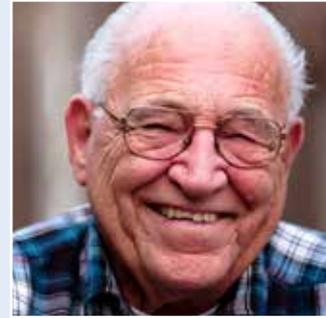
Incorporating the rights of the person

- ▶ Ying has been practising using public transport to get to his sports training sessions. This has involved lots of practice and he is more confident. Ying is exercising his right to be independent and autonomous.

Example

Provide holistic care

Bernard has both a cognitive impairment and a mental illness. This dual disability requires a holistic approach to ensure all his needs are met. The recreation officer at the community day centre often reviews Bernard’s care plan so it considers all of his requirements and reflects his changing needs. This includes his physical needs so he can participate in the activities he wants to, and also considers a holistic view of his needs including his emotional and social requirements.



Practice task 3

1. Explain one of the values that underpin the leisure and health sector.

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2. Explain personal growth as a value of the leisure and health sector.

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3. What changes have occurred in the sector in terms of the location of the delivery of services to people? How does this change benefit the individual?

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4. What might be one of the challenges of working in an off-site location?

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Click to complete Practice task 3

1D Ensure individuals participate in all aspects of service planning and support activities

It is important to place the individual at the centre of all aspects of activities and service planning. This reflects the person-centred approach that informs the values of the leisure sector and encourages input and choice. Everyone has the right to access resources, and the rights to equality in terms of the opportunity to participate in the community. A person-centred approach can improve the quality of life of people. By empowering people, they can be encouraged and supported to build their skills and knowledge and be involved in all levels of the service's operations. This capacity building then develops over time with increased participation in the community.



Use the person-centred approach

Person-centred care means getting to know the person as an individual and treating them with the respect and dignity they deserve. It is about respect for people and their values, needs and individual preferences. Person-centred care aims for a partnership and teamwork between the individual, their family and other people providing services and support. The person should always be at the centre of decision-making and the services they receive should revolve around them, rather than around funding and/or the workers.

Leisure and health workers can promote empowerment by adopting a person-centred approach when they work with people and ensuring the service meets the needs of the person. People in receipt of support services have the authority to make decisions about their own lives.

Holistic practice is closely tied to the person-centred approach, and means considering all aspects of the person, ensuring their physical, emotional, psychological, social, economic, environmental and spiritual needs are catered to.

Access and equity for all

In the leisure and health sector, a commitment to access and equity principles usually includes a non-discriminatory approach to all people using the service, the creation of a consumer-directed care and work culture, and catering for a variety of needs.

Our society has not always been focused on accessibility and integrated services for everyone. Principles of access and equity are now well-protected through legislation and service standards. It is important that all workers maintain these principles and support, and advocate for people from both an ethical and legal standpoint. These principles recognise that people have the right to contribute to their community and that all individuals should have the same access to community resources and opportunities.

Australian federal legislation is in place to protect people against discrimination in many aspects of daily life and thereby encourages access and equity for all. Several federal Acts are outlined below.

Disability Discrimination Act 1992 (Cth)

- ▶ The *Disability Discrimination Act 1992* (Cth) protects people against discrimination on the basis of having a disability or being perceived to have one. The Act also offers protection to family members and carers associated with the person who has disability.

Racial Discrimination Act 1975 (Cth)

- ▶ The *Racial Discrimination Act 1975* (Cth) protects people against discrimination on the basis of their race or culture. This legislation aims to promote equality before the law for everyone, regardless of their race, colour or ethnic origin and to make discrimination against people on the basis of their race, colour, descent or national or ethnic origin unlawful.

Sex Discrimination Act 1984 (Cth)

- ▶ The *Sex Discrimination Act 1984* (Cth) protects people against discrimination on the basis of their gender. This legislation aims to prevent discrimination based on gender or marital status and prevent sexual harassment.

Age Discrimination Act 2004 (Cth)

- ▶ The *Age Discrimination Act 2004* (Cth) protects people against discrimination on the basis of their age. This legislation aims to stop discrimination based on age.

Work to improve quality of life

Quality of life is a notion that should be considered in the context of providing leisure and recreation activities. Quality of life is generally a measure of how good, comfortable or enjoyable a person's life is. How to measure it is challenging, as quality of life is relative and means different things to different people. Leisure and recreation workers follow the principle that quality of life will be improved with involvement in activities.

Self-reporting may be used to ascertain quality of life. Self-reporting measures ask people to respond to questions about their satisfaction with relationships, family, daily activities, existence within a community and feelings of safety and security.

More generic measures are sometimes used to measure the quality of life in whole regions or countries. For example, the Better Life Index, developed by the Organisation for Economic Co-operation and Development (OECD), examines parameters such as housing, income, jobs, safety and work-life balance.

Empowerment to encourage participation

As a professional in the leisure and health sector, you will be working with an approach that values empowerment. Empowerment refers to a person feeling in-control of their own life. The focus should be to provide information, resources and support to assist people to build capacity, gain confidence and take control of their lives. By taking these steps you will always be working to uphold people's rights through an empowerment approach.

Disempowerment refers to when a person feels demoralised; it represents the ultimate decline of their human rights. You should never perform your work role in a way that disempowers people. Some workers who work in such a way feel a personal lack of power, and the only way the worker can feel good about themselves is by taking power from others. Other workers inadvertently disempower support recipients due to ignorance. For example, a worker might believe they are doing the best they can for an individual by doing everything for them; in fact, this approach is just as disempowering because it leads to further dependencies, a lack of control for the person being supported and results in their rights not being upheld.

Here are some tips to help workers develop a practice that focuses on empowerment and encourages participation.

Reflect on your practice

Ask yourself, 'Did I provide the best possible services for this specific individual?' If you answered 'no', you need to ask yourself why. Check your approach to your work.

Empathise

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

Find a mentor

Talk to your supervisor and ask them to mentor you to build the skills to work from an empowerment-focused model. Arrange a time to meet regularly with your supervisor to discuss how you handled situations. Be honest, especially with yourself.

Ways to encourage participation

Establishing an environment that encourages participation in the planning of leisure and recreation programs is more likely to occur if person-centred practices are employed, along with the principles of empowerment, access and equity.

Individuals should be involved in service planning and support from the beginning of and throughout their involvement with the service. This ensures services are relevant to their needs and any issues or concerns can be dealt with quickly and easily.

The strategies for involving people in planning and service provision will vary according to the person's needs, abilities, age, willingness to be involved and other commitments they may have.

The information below outlines examples of effective strategies in ensuring that people have the opportunity to participate in service planning and support.

Informal communications

- ▶ Take note of comments, informal feedback and suggestions made by people during programs or after their conclusion. This anecdotal information often reflects the thoughts and feelings of individuals who are related closely to their recent experiences with your services, and can improve service delivery.

Involvement in individual planning meetings

- ▶ A meeting to develop goals and strategies for leisure and health programs for an individual should always involve the individual, unless there are specific reasons to preclude their involvement. People should be given the opportunity to direct the flow of the meeting, be asked open and closed questions, and be encouraged to take responsibility for their own goals and activities.

Requests for individual representatives

- ▶ Some organisations invite individuals to be involved on a more formal level in the program planning stages. This is a great way of capacity building within communities, as people develop skills in running meetings, planning programs and directing activities that fulfil their needs and interests.

Policy and procedures to invite feedback and suggestions

- ▶ Some organisations develop a policy and procedure for collecting feedback from individuals at an activity or program's conclusion. This allows the organisation to identify areas for improvement and ensure it meets key targets and performance indicators.

People in a leadership role

- ▶ Some individuals may be happy to move from a participant role to a leadership role over time. This can have many positive benefits for a person, as well as capacity building within the program itself, as new people can receive input and advice from more experienced people. Organisational staff may be able to reduce their direct involvement with the program and adopt a supportive rather than directive model.

Adoption of specific roles within a mainstream sporting structure

- ▶ Once an individual is participating in a mainstream activity, such as through a club or sporting organisation, many levels of involvement become possible. People can be encouraged to take on roles such as secretary, treasurer, club captain, coach, canteen manager or assistant within the existing club structures.

Capacity building within communities

Capacity building is an important concept that facilitates the involvement of people in service planning and support. Capacity building refers to building individual skills, strengthening workforces and organisations, and strengthening organisations to facilitate change. Other terms for capacity building include workforce development and community development. Capacity building occurs at individual, organisational, community-wide and systemic levels.

Each layer of capacity building flows into the next. Capacities to make change, empower and advocate for individuals and strengthen skills and abilities, are gradually increasing over time and in ever-widening circles. The central hub of the capacity building circle is the individual.

Through capacity building, individuals using leisure and recreation services are empowered to contribute to service planning and support mechanisms, and to be involved at all levels of the service's operations. This ensures a person-centred approach is used at all times, and that individuals and representative groups of people become empowered and feel confident to make decisions, direct care and make choices.

Example

Access to community resources

A local council recreation planner, Sophie, has been working with individuals from Somalia who have recently migrated to Australia. Sophie sees her role as facilitating and guiding the establishment of a group that will ultimately be self-run and direct its own affairs. Individuals within the local community who have migrated from Somalia are invited through other group members to join. The purpose of the group is to provide support and encouragement in the transition into Australian life and culture. Activities organised by the group to date have included regular meetings, community visits to various venues (such as the library, council buildings, health centre and sporting facilities), sharing educational and employment information with the group through an interpreter and translated written material, and visiting speakers from local service providers.



Practice task 4

1. Explain the person-centred approach.

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2. Why is it important to practice the principle of empowerment in the leisure and recreation sector?

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3. Explain two ways to encourage participation of people in the planning of leisure and recreation.

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Click to complete Practice task 4

1E Undertake all work as part of the interdisciplinary team and exhibit awareness of a conjoint approach to programs

Obtaining the views of key stakeholders means that you are working as an interdisciplinary team. It is important to recognise the benefits of the opinions and experience of others who represent relevant target groups and have insight that can be useful to planning and implementing a leisure and recreation program or activity. Seeking input means that the services you offer to people in the community are representative of their needs. Key stakeholders can help make sure that the services you offer remain relevant because the services chosen are those that reflect current needs and interests and reflect the input of stakeholders.



The views of key stakeholders

The ongoing planning and implementation of leisure and health programs and services relies on interactions with key stakeholders. It is important to be able to identify who key stakeholders are so you can invite them to share their views with your organisation.

Understanding the various roles played by key stakeholders will ensure your program or service remains relevant. Seeking input, comments, advice and representation from them can confirm you are providing the service the community really wants, in a form that is appropriate and in line with government and community expectations.

Key stakeholders may include:

- ▶ carers
- ▶ community organisations
- ▶ individuals
- ▶ families and caregivers
- ▶ friends, peers and target groups
- ▶ government representatives and service providers
- ▶ leisure and health services
- ▶ local community
- ▶ management, colleagues, supervisors and team members
- ▶ peak bodies and networks in the sector.

Key stakeholders

The following are some details regarding the key stakeholders in a program or service.

Carers

Carers provide ongoing care and support for a person with or without financial payment or other reward. They may be referred to as a paid carer, or they may be a family member or other person providing care in the home.

Community groups

Community organisations include groups that represent the views or interests of a particular sector and are likely to be varied. Examples include Aboriginal Health Councils, Conservation Volunteers Australia, Landcare and Coeliac Australia.

Consumers/Individuals

Consumers are the people who use a particular service or program.

Families and caregivers

Families and caregivers provide ongoing care and support for a person, generally without financial or other reward.

Friends and peers

Friends, peers and target groups are associated with a service user in a variety of roles, including providing incidental support and monitoring or as potential service users who may use a health or leisure service in the future.

Service providers

Government representatives and service providers can be individual people representing a government department that provides funding for programs, or direct service providers who provide services at the local, state/territory or national level. Examples include the Stephanie Alexander Kitchen Garden Program and the Active After-School Communities program.

Leisure services

Leisure and health services are funded in a variety of ways to provide leisure and health care to members of the community, such as a Community Health Centre in a local government area, or a supported accommodation and care service provided by an organisation for people experiencing an acute mental illness episode.

Local community

Members of the local community are often affected by the existence of a leisure and health service either directly as service users, or indirectly by the impact of the service on the local area and facilities.

Co-workers

Co-workers may be in more senior roles than your own and can provide mentoring, support and supervision, or they may be in similar roles to you where you need to collaborate on various projects and work processes.

Peak bodies/networks

Smaller organisations often work together to form a larger organisation that represents the views and interests of each organisation, particularly in areas such as lobbying for additional funding or representing views on government policy or legislation.

Collect information

It is important to be clear about what information you need from a stakeholder so you can obtain it quickly, effectively and in a useable format. Strong written communication skills are important for collecting information effectively and asking only for the information you require. You can then convert this raw information into an appropriate format, such as a written report, table, chart or presentation.

Different stakeholders provide you with different types of information for different purposes.

Information helps in a variety of ways, such as:

- ▶ planning for service development
- ▶ predicting numbers of staff
- ▶ predicting the skills needed by staff
- ▶ determining advertising and marketing requirements
- ▶ determining required specialist skills, such as interpreting and translating documents
- ▶ lobbying the government at significant times, such as when submissions are invited for a review of funding.

Types of information

The following are examples of the types of information you might collect from key stakeholders.

Examples of information

Direct service user

Usage requirements, days, dates, times for preferred services to occur, individual care and support needs

Family member

Why the service is required, information about the consumer, how caring for the consumer affects their own health and wellbeing

Government representative

Hours provided, numbers of consumers supported, staffing numbers, how many consumers met eligibility criteria for funding provision

Local community

Local issues related to the service or program such as comments about parking, noise, interaction with service users, complaints or positive feedback

Methods for collecting information

You may not be able to meet in person, so communication may occur via phone, internet or email. Online forms or surveys can be useful for obtaining consistent information, but this may limit you to only collecting information from people with access to computers. It is important that the information you collect represents everyone in the group, whether they are individuals, family members, government agencies or other service providers.

Communication is enhanced by using a combination of open and closed questions to obtain information and provide encouragement to people to begin talking about their experiences and ideas. A few simple prompts may help a conversation to flow easily, and help ensure the other person feels relaxed and comfortable. Provide people with assurance that they are not obliged to share details or feedback with you and that information will only be used to improve the services they receive.

The method you use to collect information will depend on a number of factors, which may include those listed below.

Characteristics of your service or program users

- ▶ Consider the characteristics of your service or program users so you collect information in a way that suits their needs. For example, you may need to have written information translated into another language, or simplify text so it can be read easily by someone with low literacy skills. If you are using an online form, you need to make sure it is accessible for a person using screen-reading software or who requires a large font size.

Specific requirements for collecting information

- ▶ Consider the specific requirements for your information collection. For example, you may have been asked to collect information to answer specific questions. You need to carefully plan your information collection process to ensure you find the answers you require. You may have been asked by a funding body to collect data on the people who use a program or service. In this case you may need to ensure you collect the data in a way that does not identify individual people but still obtains the key details.

Meeting legislative and specific industry standards

- ▶ Ensure information you collect is obtained in a way that meets legislative and specific industry standards, particularly those in areas such as privacy and confidentiality. You may need to tell people about where and how their information will be stored, what it will be used for, how long it will be held and who will have access to it. You may also need to inform people that they do not have to share their information if they do not want to.

Communication and interpersonal skills

- ▶ You need to use your communication and interpersonal skills to obtain information. Vary your approach depending on who you are communicating with, as different people have different communication requirements. For example, you may need to use assistive technology to communicate with an individual who is non-verbal, or you may need to communicate via an interpreter for an individual who does not speak the same language as you. You may need to provide prompts or reminders to help a person stay focused on the conversation, or build in appropriate rest breaks if required. Sometimes a person may need to provide information across a number of sessions.

Example

Meet with all stakeholders

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 individuals' needs and the expectations of the organisation. Phillipa understands the importance of openly communicating with the individual 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. They have taken particular care to accommodate everyone's needs to ensure activities are suitable and relevant.



In the lead-up to the activity, Phillipa has collected information from a wide variety of stakeholders to get information about the needs of this group to enable her to design a program of most benefit to them. She has had several meetings and communicated using email and the phone. Phillipa is confident that the activities program for this group will be successful because she was well prepared in her understanding of the needs of the group.

Practice task 5

1. Why is it important to seek information from a variety of stakeholders?

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2. Identify and describe two stakeholders that you may seek information from.

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3. Provide some advice on the best way to use communication and interpersonal skills when obtaining information from stakeholders.

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Click to complete Practice task 5

1F Identify personal values and attitudes regarding leisure, recreation and play and take into account when planning and implementing activities

By identifying your own personal values and attitudes you are best placed to understand those of others. As a worker in leisure and health services you will meet and provide services to a wide range of people from a variety of cultural, religious, socioeconomic backgrounds. It is vital for the ongoing success of any program, and for participation of people in programs, that you consider the issues individuals may face. The particular needs and interests of people must be obtained and considered during the planning and implementation stages.



Identify personal values and attitudes

Throughout the process of planning, implementing and delivering services to people, it is important to remember that everyone is an individual with the right to their own thoughts and beliefs. There is a great deal of difference between the values and attitudes of people in this sector as there is in the community at large. As a worker, it is important to identify personal values and attitudes regarding leisure, recreation and play and take them into account when doing your job. This means that you must perform your role without judging people and you should always have a positive and helpful attitude.

There may be a number of issues that people face when participating in leisure and recreation programs. It is important to take these into account when planning and implementing programs for particular groups. These include incorporating an individual's life experiences and considering factors that may influence their participation or decision to exit a program.

Here are some examples of current issues or factors to consider addressing a person's needs and rights.

Geographical context

A program may need to be designed to address the specific geographical environment of a person or group of people. For example, some people live in the inner city, some in suburban areas, some in country towns and some in remote areas. The geographical context will determine a person's access to activities, the type of activities available and a person's social connections. It may also affect the type and amount of funding a person receives. Remoteness, building suitability and supply, lack of space or isolation may all be factors to be considered.

Community context

A person's context within a community may also affect the type of activities that are suitable for them. Always speak directly with people or their family members to determine whether the person has a particular alliance to a community group or organisation, be it religious, cultural or interest-based.

Historical contexts

A person's historical context includes significant events in their past that may affect how they experience events in the future. Have some awareness that 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 own historical context can be confirming and increase self-identity.

Be mindful of the individual's requirements and sensitivities that relate to their historical context, and think carefully about which activities address the person's needs. For example an individual who has lived through or fought in a war may be particularly interested in war-related events, such as a museum containing war artefacts. An Indigenous Australian individual may have been a member of the stolen generations and they may be particularly sensitive to issues relating to the event. Other people from a non-Australian cultural background may also be affected by certain historical events such as refugees in Australia who seek asylum from war and upheaval in their own countries.

Social context

A person's social context refers to how a person responds to other people and their actions, in their environment. Some mental illnesses, such as anxiety, can affect a person's ability to be engaged socially, where aspects like crowds and noise may provoke anxiety. Social skill-building activities that consider the person's needs and requirements may be incorporated into the leisure program.

Cultural context

Cultural context and identity are linked to historical context and relates to a person's upbringing and background. Cultural context may inform which activities the person chooses to be involved in, and may inspire the inclusion of culturally relevant activities. A person's cultural context may influence the language they speak, their historical background, their socioeconomic status, community groups they have an alliance with, the activities they enjoy and their religious beliefs and cultural customs.

Work with people from diverse backgrounds

It is likely that you will work with people from diverse backgrounds. People may have come to Australia as migrants or refugees, some may have arrived in Australia recently and other's families may have lived here for generations. In some parts of Australia, cultural groups live together. In cities, for example, there is often a high density of people from a particular cultural background living in one location alongside other people from cultures. As a result, people from many different cultural backgrounds come together for recreation and leisure activities.



Cultural backgrounds may partly define a person, but everyone is also defined by their individual characteristics. It is important to design a leisure and health plan that reflects a multicultural perspective as well as addressing other individual needs, abilities and interests.

Diversity of individuals

It is important to remember that people from diverse cultural backgrounds may have different attitudes, values, customs, beliefs or language. A person's attitude is influenced by the conscious or unconscious evaluation of an object, situation or person. This will result in attitudes being positive or negative. Keep in mind that attitudes can be shaped by cultural backgrounds.

Values are the relative importance a person gives to an object, person, idea or event. A person may have ethical values, customary values, moral values and personal values. Like attitudes, values have inherent cultural influences. For example, a person's value of money may change depending on their cultural background, and in some cultures, marriage has a different value than it does in Anglo-Australian culture.

Customs refer to the habits, practices, conventions and rituals of a person which are influenced by culture. Customs may be what a person wears, how a person eats, how many wives a person has, how many children a person has, whether the children look after their parents in old age, as well as a person's religion and beliefs. Always respect and seek to understand what the significance of a custom is to the person. If a person practises a particular custom, you must respect their practice.

Beliefs are a person's opinions and truths and may relate to religious beliefs, general world views, political views and perspectives on identity. Like customs, attitudes and values, beliefs should be respected as they are important to an individual and their self-identity.

Culture and language

Language has a strong cultural basis, and there are some things you may not understand about a culture without understanding the language. If you work with a large number of people from a particular cultural group who speak a language other than English, it may help you to learn key words and phrases from their language. Use gestures and signing when you cannot use verbal language. Pointing to pictures and objects may also help. You can also employ an interpreter, particularly in the assessment stage, if language is an issue. A professional interpreter may empower people more than having a friend or family member to speak for them. Use the person as a guide for whether you need a professional interpreter. If you are running activities for a group of people with diverse cultural backgrounds, you must think about how to use inclusive language so all participants understand and benefit from the activity. Effective communication strongly relates to language and refers to your understanding of a person's beliefs, customs, values and attitudes.

Effective communication involves:

- ▶ active listening
- ▶ keeping an open mind
- ▶ avoiding judging a person
- ▶ acknowledging a person and their experience respecting what a person is communicating
- ▶ using gestures, signing and pointing to objects or pictures if you or the individual do not have the verbal ability to communicate
- ▶ presenting schedules and timetables of activities or descriptions of activities, using large, clear signs placed in obvious and numerous places.

Respect cultural background

Where you work and the people you work with will influence your need to understand a particular cultural background. For example, if you work with a large number of Muslim people it will help your knowledge and service delivery if you develop an understanding of Islamic faith, including customs, beliefs and attitudes. Understanding a person and their cultural background helps you to establish respect and devise appropriate activities for them.

Respect comes from understanding. Respecting another person is a fundamental key to human relationships, whether relationships are personal or professional. When you respect a person's culture it is likely the person will respect yours, and this leads to a more effective working relationship. By respecting someone's cultural background, you are more likely to devise appropriate and suitable activities for a person when you are planning a program.



Indigenous Australian cultures

As noted elsewhere, in every population, there is a wide range of backgrounds, personalities, values and beliefs represented. The same is true in the Aboriginal and Torres Strait Islander populations. For example, in the greater Sydney area alone there are 34 Aboriginal Australian groups. Within these groups, there are four languages and a variety of cultural customs.

Whilst every community will have common ground and similarities, they will also have different issues and attitudes within them. No single Indigenous Australian person or group is the knowledge holder for the whole community. Hence, it is important to always recognise and acknowledge diversity and individual needs and approaches.

When working with Aboriginal and/or Torres Strait Islander people here are some important cultural factors you may find helpful.

Kinship

In traditional Indigenous Australian society, interpersonal relationships and behaviour codes are governed by a complex kinship – or skin – system. Kinship is based on an expanded idea of family. Under kinship rules, everyone in a language group knows exactly where they stand in relation to everyone else in that group and to people outside it.

Kinship system avoidance rules illustrate the complexity of relationships. For example, when strictly applied, a man and his mother-in-law are not allowed to communicate with each other.

Skin system

The skin system – the law governing social interaction and marriage – is an essential part of traditional Indigenous Australian cultures. In skin systems, even people who are not actual blood relations are assigned a relationship. As a result, outsiders who have significant interaction with such groups may be given a 'skin name'. For example, non-Aboriginal people who work in a remote Aboriginal community are given skin names in order to belong to the community.

Language groups

Indigenous Australian language groups are similar to skin groups. Indigenous Australian groups are made up of people sharing the same language, customs and general laws. The people of a group share a common bond in their own language group. Knowing that there are different language groups similar to skin groups can help you avoid uncomfortable or embarrassing situations.

Elders

Some senior male members of a traditional language group may become tribal Elders. They are the link between past and present. Elders are initiated individuals who become ritual leaders because of their personal qualities and their knowledge of traditional law. Elders make decisions on behalf of the group and provide leadership in matters affecting the group. In traditional Indigenous Australian society, the wisdom of the Elders is rarely challenged.

Elders can also include grandmothers, who play a main role in the upbringing of children. Children also look up to their grandmothers as a source of love and security.

'Uncle' and 'aunty' are used as terms of respect for older people in the community, even when they are not blood relations.

Use community resources

Depending on where you work, and the cultural demographic you work with, cultural community resources may be available. In larger cities, there are often community centres for specific cultures, which offer advocacy, information, and links to networks, events, sports and recreational activities. Linking a person to their appropriate community centre may be an effective part of programming a suitable leisure and health plan. It is useful to ask what services are available and how you can work with the centre.

If you work with a number of people of the same cultural background, you may plan a group event or activity that has a cultural basis. This could be a weekly Vietnamese morning tea for people of Vietnamese origin or an invitation to an African dance group who perform traditional music. You may find that people from diverse cultural backgrounds enjoy activities that are targeted at a different cultural group from their own. Depending on the person's needs and requirements, a culturally diverse activity program may add interest and increase engagement.

Example

Work with people of all cultures

Mirabelle is very interested in culturally diverse activities programs. She has been working as a diversional therapist for many years with many different cultural groups, including Arabic Muslim people, African people, European people, Vietnamese people, Chinese people and Japanese people. In her work, she has found that the more the activities incorporate a multicultural perspective, the more effective they are for satisfying a person's needs and interests. They also help people to integrate with one another and better understand each other's cultural backgrounds.



This year, Mirabelle is working with a large number of Chinese as well as Sudanese Muslim people. She organises a yum cha breakfast every Tuesday, followed by Cantonese or Mandarin singing or arts and crafts. On Friday, she has scheduled a visit to the local mosque for those who are interested. Mirabelle has found that many people who are not Chinese enjoy attending the Chinese breakfast and arts activities, and sometimes people who are not Muslim visit the mosque. The activities have positively influenced the relationships between people and the understanding people have of one another's cultural backgrounds.

Practice task 6

1. What are some of the issues to consider when addressing a person's needs and rights?

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2. Why is communicating effectively so important when developing programs for people from other cultures?

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3. How is respect likely to develop when we understand more about a person's cultural background?

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Click to complete Practice task 6

Summary

1. There is link between wellbeing and the role of recreation, leisure and play, and people of all ages can benefit from participation. Such benefits are holistic and influence the psychological, social and physical aspects of the body.
2. The changes in the leisure sector over time reflect the wider acceptance and empowerment of particular groups, like those with disability. Political, economic, social and cultural changes within Australia have influenced leisure and recreation.
3. Employees in the leisure and health sector can be employed under several different titles, in various workplaces across Australia.
4. The sector has a framework of models and values that workers use to guide their work and underpins decisions made in their interactions with people such as a holistic and consumer directed care.
5. The rights of people should be incorporated into program planning and implementation of services, and access and equity principles allow for participation for everyone. It is important to understand the current issues of funding and employment that exists in the sector.
6. Incorporating the views of key stakeholders means that programs are more likely to meet the needs and interests of people and encourage participation.
7. Developing respect and understanding of the various cultural groups will ensure participation and access for all.
8. Effective communication strongly relates to language and refers to your understanding of a person's beliefs, customs, values and attitudes.

3. Give examples of how a person can contribute to the environmental, economic, social and workforce sustainability of the workplace.

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4. Explain why it is beneficial to obtain information and work with others as a part of an interdisciplinary team in health and leisure programs.

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Part B

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

Case study

Dinah Reinhart is an older person who has recently moved to an aged care facility. Two years ago, Dinah experienced the sudden death of her husband. She had to sell her family home of 50 years due to financial stress. Dinah has no other family nearby and no close friends in the community as she always kept to herself.

A few months ago, Dinah was diagnosed with depression. Dinah was finding it very difficult to get out of bed in the morning and face the day, and had no interest in participating in activities with other residents. Tina is the leisure officer at the centre and recently noticed that Dinah was attending her skill-based activities, but choosing not to participate.

Dinah has put on a lot of weight since she moved to the aged care facility. At a recent GP appointment Dinah was told she is now in the obese weight range and that she has serious health problems related to this. The GP warned Dinah that without physical activity and a restricted diet, she will develop diabetes, have higher blood pressure and be at risk of heart problems. Tina is considering how to help Dinah lose weight and increase her level of physical activity.

1. If Dinah decides to participate in programs to lose weight, what wellness benefits will she experience?

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2. Tina may require some special equipment to assist Dinah. What funding issues might she encounter to fund the purchases or hire of equipment?

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- 3. Give examples of how Tina can work with Dinah using the principles and values of the leisure and health sector. Discuss holistic care, consumer-directed and person-centred approaches, and empowerment in your response.

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- 4. What can Tina do to encourage Dinah to participate in the planning of her own program, particularly now she is beginning to feel better?

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Case study

Peter works on a casual basis for a disability respite service and is responsible for planning and implementing an activity program for Arjun. Arjun is 19 years old, has Down syndrome and comes to the respite centre during the week. Arjun has finished school and is starting a certificate course in hospitality at TAFE, as he really enjoys cooking. Arjun also enjoys physical activities such as running, playing football and swimming. Arjun grew up in an Indian family that closely follows Hindu traditions.

Arjun is interested in other people but has difficulty being around large numbers of people as he feels anxious and doesn't know how to respond in some conversations. Peter wants to support Arjun to continue to be involved in the activities he enjoys and be successful in his studies. He also wants to help Arjun develop skills such as interacting with other people and learning how to live independently.

5. Why is it important that Peter identifies his own personal values and attitudes when working with Arjun?

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6. What issues does Peter need to consider that might influence Arjun's decision to participate in the activities he enjoys or exit this program for another?

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7. How should Peter apply the principles of access and equity to his work with Arjun?

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8. Peter works on a casual basis in the leisure sector. How might this affect the level of service he can provide Arjun?

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Topic 2

In this topic you will learn how to:

- 2A** Read relevant organisation policies and discuss with colleagues and team

- 2B** Ensure all work is consistent with statutory and legislative provisions

- 2C** Work ethically and within duty-of-care requirements recognising dignity of risk

- 2D** Seek information for professional development and further training options, and identify potential career pathways

Operate within the policies and procedures of the leisure and health sector

It is important to always operate within the policies and procedures of your workplace. Policies and procedures are written documents that describe how work tasks must be undertaken. A policy is a line of action adopted from considerations, such as government legislation, to guide and determine present and future decisions. Policies provide an overall plan with general goals.

A procedure prescribes actions that need to be executed as a sequence of activities, tasks, steps and processes that when undertaken produce the described result or outcome. In this topic you will learn about identifying and discussing organisational policies, working within statutory and legislative provisions, and meeting ethical conduct and duty-of-care requirements.

2A Read relevant organisation policies and discuss with colleagues and team

Organisational policies and procedures are based on the legal requirements to be fulfilled by an organisation. They are the underpinning framework that guides and directs the way things are done in an organisation. Organisational policies are usually developed in consultation with different stakeholders and people using and working in the organisation.

Policies determine the way in which daily activities within an organisation are delivered. It is important to have a working knowledge of the organisation's policies as they provide a description of the rules of operations. It may take some time to fully understand the organisation's policies, but every employee must read them and aim for a working knowledge each one. The best way to get a working understanding is to ask questions and discuss with other team members, particularly those with experience in relation to a particular policy.



Clarify policies with the team

Policies should be explained to you when you first begin in a new workplace. Your supervisor should provide information about each policy as a part of your induction. They should also offer you the opportunity to discuss and ask questions of them, colleagues and of other team members for clarification of organisational policies. Continuously confirm your understanding of policies after beginning a new job until you feel confident in your knowledge of the operations. This confirmation will continue as new skills, knowledge and experiences in the job present themselves and policies need to be applied in practice. It is also valuable to participate in meetings where issues related to policies are discussed. Being an active participant, listening carefully and sharing your own views and knowledge are all useful ways of increasing your understanding in these areas.

It is important to understand the structure of an organisation so you know who to ask for clarification about particular organisational policies. This is an effective way to make sure you operate within your job role and encourages communication between the different functional areas of an organisation. For example, the IT person will understand the application of uses of the internet at work and is a valuable resource for others. Organisational structure will vary according to the size of the organisation and the type of services offered.

People to consult about organisational policies and procedures

Supervisor/manager

The person you are required to report to on a regular basis

Other staff members

Co-workers who perform a similar role to you and will be working on your team when planning and providing leisure services

Organisation members

People who work for the same organisation as you, including administration staff, payroll officer, HR manager, WHS Officer, IT coordinator, etc.

Organisational policies

Organisational policies govern your daily work duties and include information about how the organisation views particular situations, with a focus on how you should conduct your work duties. Policies are usually kept in hard copy in a policy and procedures manual, and/or may be stored on an intranet system as electronic documents. You must always check that you are referring to the most up-to-date version of a policy, as they are regularly reviewed and rewritten.

Policies describe a course of action related to work duties, and procedures are the steps that must be taken to complete a particular task. For example, a work health and safety policy may be that 'The organisation is committed to providing a safe and healthy working environment for all of its employees, contractors, and visitors'. A related procedure may be one that details the steps to take to report a hazard at work.

The following information presents typical organisational policies and a description of what to expect to find in each one.

Manual handling

- ▶ How staff should lift, move or transfer heavy objects such as boxes, equipment or people
- ▶ The training required by staff before they should carry out a manual-handling task as part of their work duties

First aid

- ▶ What first-aid services are offered within the workplace and during external activities such as off-site visits or excursions
- ▶ Qualifications required by staff. Duties expected of a first-aid officer

Confidentiality

- ▶ How and where confidential information should be stored
- ▶ A person's rights to confidentiality of written and personal information

Sexual harassment

- ▶ Expectations for staff, people receiving a service and visitors relating to sexual harassment and appropriate conduct and interactions
- ▶ Support available in a situation where harassment has occurred

Transporting people

- ▶ Requirements for transporting a person from one location to another in an organisation's vehicle
- ▶ Information to be recorded when a person is transported in a vehicle.
- ▶ What staff should do if there is an accident during transportation

Sustainability

- ▶ Workplace environmental sustainability
- ▶ Commitment by the organisation to reach sustainability targets and key performance indicators
- ▶ Requirements of staff to reduce their carbon footprint during work duties
- ▶ Support for staff-initiated proposals for reducing environmental impact
- ▶ Availability of additional leave to complete environmental action tasks by staff within the broader community (such as volunteering on Clean Up Australia Day)

Parental leave

- ▶ Leave provisions available for employees in various categories (full-time, part-time, contract, etc.) prior to and following the birth of a baby
- ▶ Documentation and forms required for application for leave.

Sick/carer's leave

- ▶ Leave provisions for illness or injury or to care for an immediate family member
- ▶ Documentation and forms required for application for leave

PPE

- ▶ Workplace safety requirements for staff to wear personal protective clothing as a protective measure during specific work tasks

Record keeping

- ▶ Requirements to record various pieces of data such as dates, types of services requested and provided, a person's disability, family members, and languages spoken
- ▶ Data collection for dissemination to other agencies such as funding bodies
- ▶ Collection and storage of personal information and conditions for accessing individual information
- ▶ That the organisation is obliged to provide translation services for people in need

Access to programs

- ▶ How and who is given access to programs and services
- ▶ A description of the openness and transparency of the application process
- ▶ Eligibility requirements and who determines eligibility
- ▶ Relationship to relevant standards and regulations about service access

Safety out of regular hours

- ▶ That staff must be safe and able to be accounted for at all times when working out of regular hours, remotely or in isolation
- ▶ Use of technology tools such as teleconferencing to reduce staff risk travelling to remote regions
- ▶ Record-keeping for travel and monitoring and reporting of hours and distances travelled
- ▶ Use of pager/mobile phone for personal use and for maintaining safe and regular contact

Policies and aged care

Workplace policies relate closely to regulations and standards that exist in the various segments of the leisure and health sector. The following example illustrates the interaction between the Aged Care Quality Standards and workplace policies in the aged care area of the leisure and health industry.

Management systems, staffing and organisational development

- ▶ Policies may include professional development of staff to build capacity within the organisation, processes for maintaining and providing access to a person's records, achievements as measured against key performance indicators and benchmarks, quality assurance processes, development of strategic directions and forward planning, and development of staff safety strategies for solo workers.

Health and personal care

- ▶ Policies may include provision of medication, emergency evacuation procedures and plans, fire wardens and their duties, first-aid officers and their duties, and obtaining external medical care and support for people.

Resident lifestyle

- ▶ Policies may include provision of diversional therapy, process for engaging with and assessing people and their needs, planning for leisure services provision at an individual level, and planning for leisure services provision at an organisational level.

Physical environment and safe systems

- ▶ Policies may include cleaning processes, reporting of hazards, manual-handling training, use of specialist manual-handling equipment such as hoists, evacuation procedures and fire drills, and support for staff operating in remote regions, after dark or in isolation.

Policies in community care

The following example illustrates the interaction between Home Care Common Standards and workplace policies in the community care segment of the leisure and health industry.

Effective management

- ▶ Policies for managing digital information such as a person's records and uploading and downloading information from a central server
- ▶ Reporting to stakeholders through the annual report and auditing of financial records
- ▶ Record-keeping related to individual eligibility and funding body data collection requirements (National Minimum Data Set)
- ▶ Facilities upkeep and maintenance

Appropriate access and service delivery

- ▶ Policies for conducting an assessment
- ▶ Developing a person's service plan
- ▶ Recording service usage
- ▶ Compiling monthly service reports
- ▶ Risk management processes
- ▶ Consideration given to cultural and linguistic background
- ▶ The process for referrals to other service providers

Service user rights and responsibilities

- ▶ Policies for providing written and verbal information to a person
- ▶ Use of translation and interpreting services
- ▶ Web accessibility
- ▶ Use of assistive technology for communication and activities of daily living
- ▶ Process for assisting a person to obtain an advocate
- ▶ Process for handling complaints
- ▶ Acting upon complaints made by a person or others

Example

Understand and apply workplace policies

Janet is preparing a report for her manager about juvenile detention. She has been asked to include a section in her report that links the standards that relate to the basic entitlements of young people who are living in custodial facilities, and the workplace policies and procedures of the organisation. She researches the current standards for juvenile justice facilities and includes the following information in her report.



Basic entitlements of young people in custodial facilities:

1. Abuse-free environment – Workplace policies and procedures should include areas such as unobtrusive supervision of sleeping areas, management of incidents and abuse, management of harassment, record keeping, and commitment by staff to an environment that is free of physical, psychological and emotional abuse and harassment.
2. Respect, dignity and individual focus – Workplace policies and procedures should include areas such as consistency of work practices and documentation, reports by all groups that they feel valued and respected, inclusion of rights, respect and individual needs in case plans.
3. Regard to age and gender – Programs, procedures and policies take account of the age of the young person in care, and policies and procedures to support pregnant young women, new mothers and LGBTQI youths.

Practice task 7

1. Why is it a good idea to ask questions of others to clarify organisational policies?

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2. Who in an organisation could you ask questions you have about annual leave and work on a public holiday?

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3. Provide an example of an organisational policy and explain the type of information it should contain.

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Click to complete Practice task 7

2B Ensure all work is consistent with statutory and legislative provisions

All work done in the leisure and health sector should be conducted with the relevant statutory and legislative provisions in mind. All organisations must operate under these legal requirements as they direct and provide the basis for organisational policies and procedures.

There are many examples of laws, regulations and standards of practice that provide the framework for operations. Privacy, confidentiality and workplace health and safety are important principles for this sector.



Work within statutory and legislative provisions

To work effectively in the leisure and health industry, you must ensure all work is consistent with relevant statutory and legislative provisions. Everyone must work with people with an understanding of the guidelines established by industry standards and the laws that protect the rights of people.

In most situations your responsibilities are clear; however, there may be times when you need to seek a balance between your legal responsibilities and your ethical or moral requirements. This may occur in situations where you believe a person is at risk of harm, or when information has been shared with you confidentially that may impact a person's health. In situations where your requirements are not clear, it may be necessary to discuss the issue with your supervisor. In most organisations, there will be protocols established to guide you through challenging or complex situations, and to tell you what you should do as well as how you should document your actions.

Legal responsibilities

Legal responsibilities underpin most work with people in the community services sector. Leisure and health workers often have employment that overlaps into this sector or they may be employed by a community services organisation. It is therefore important that the leisure worker understands the standards and legislation.

Unlike organisational policies, these wider regulations impact on the whole sector rather than on one organisation's interpretation of them. Some legislation is relevant to all services and other legislation may be specific to particular settings; for example, the disability or home and community care sectors. Legislation may vary between states and territories.

Community services workers, supervisors and other organisations providing services have a legal and ethical obligation to provide services according to legislation and regulations, and to ensure staffs abide by these regulations. This will also apply to workers who provide services to people for leisure and recreation activities. These obligations exist to protect the rights of people accessing services and are a minimum standard of operating.

Work within the law

When laws (Acts) are created by parliament, there may also be various bodies that are developed to regulate and manage the implementation of the Acts. These bodies are responsible for administering the Acts and making decisions based on their expertise in a particular area.

There are also local laws, which you may also need to learn about, that relate only to the area within the boundary of a local government region, but that can have a significant impact on your daily workplace tasks. For example, local laws control parking, rubbish collection, use of parks and dog controls.

It would be difficult to understand every statutory and legal provision that exists across the leisure and health sector; however, you should know how to locate this information if you need to. Your supervisor can assist you find the information you need but it can also be found from the following resources.

Handbooks, guidebooks and fact sheets

In handbooks or guidebooks written by legal aid organisations or peak bodies; for example, fact sheets and information produced by disability rights legal services

Websites

On various websites such as the ACT Government's Community Services website or the Australasian Legal Information Institute (AUSTLII) or State and Territory Government websites

Workplace expertise

In your workplace; for example, within the human resources department

Other experienced team members

As personal knowledge kept by other team members but not recorded in documents within your organisation; for example, information your supervisor knows about mandatory reporting requirements in your state or territory

Requirements for your work

Your supervisor or manager will be able to guide you through the relevant policies, and statutory and legislative requirements for your specific area of work. Here are some examples of how legislation may apply to different areas of work in the leisure and health sector.

Working in an aged care setting

- ▶ If you are working in an aged care setting your supervisor will discuss how legislative requirements apply to working with older people. This may include understanding the Quality of Care Principles 2014 for aged care, or how you should respect a person's confidentiality and privacy in your use of a person's records and other documents, which is covered in the *Privacy Act 1988* (Cth).

Working in an advocacy role

- ▶ If you are working in an advocacy role, your supervisor may encourage you to develop a plain English version or a youth-focused version of documents related to the *Disability Discrimination Act 1992* (Cth).

Working in mental health services

- ▶ If you are working in the area of mental health services in New South Wales, you require a deeper understanding of how to refer a person during an acute psychiatric crisis, or who can order an involuntary treatment or hospitalisation of a person, as set out in the *Mental Health Act 2007* (NSW).

Working with children

- ▶ If you are working with children in Victoria you will need to complete a Working With Children check under the requirements of the *Working with Children Act 2005* (Vic.).

Working in leisure and health services

- ▶ If you are working in any area of leisure and health services and you are an elected health and safety representative in line with your state or territory's work health and safety legislation, you have an entitlement to have training paid for by your employer, as well as payment of your regular wage while you are attending training.

Working in disability services

- ▶ If you are working with a person who is an adult affected by a severe acquired brain injury, your supervisor may explain that a legal guardian has been appointed if they do not have any close family or friends who can act in this role.

Confidentiality and privacy

Confidentiality, privacy and disclosure are crucial policies to understand when working with people in the leisure and health sector as well as the in the community services industry. Confidentiality is an obligation that restricts an individual or organisation from using or disclosing information about a person that is outside of the scope for which the information was collected. Privacy can mean a similar thing to confidentiality. It can mean making sure you do not share information with others that it is not their business to know. Disclosure is when someone makes the information known to others and often this requires informed consent from the person.

Everyone has the right for their information to be private, and only the team and people involved in the support and care of the person should have access to the information. These rights are outlined in the *Privacy Act 1988* (Cth) and in the Australian Privacy Principles (APPs). There are now 13 national privacy principles that apply to the collection, use and storage of people's information.

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

- ▶ <http://aspirelr.link/aacqa-privacy-policy>
- ▶ <http://aspirelr.link/law-handbook-privacy-confidentiality>

Maintain confidentiality

All information about individuals must be kept private and safe. This means the safe and secure storage; access limits like a password should be used for electronic storage, and paper files need to be kept in a locked drawer or cabinet. This also includes not speaking about a person in public or where others can hear. The person must give informed consent for their information to be shared and this is usually outlined in organisational policies and procedures which explain the processes.

Here are some rules that you can follow to ensure you protect individual confidentiality.

Some basic rules that help protect individual confidentiality

- ▶ Respect a person's right to privacy.
- ▶ Do not talk about a person in public.
- ▶ Do not talk about an individual to someone who is not involved in the individual's care and who is not authorised to know personal information about the individual.
- ▶ Ensure all documentation on the computer is saved and the file is closed when you have finished using it.
- ▶ Always logout 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.

Work health and safety

The aims of health and safety are to protect workers and improve safety outcomes in workplaces. Workplace injuries are a huge economic cost to the community, and there is a need to reduce costs to the community. The cost to the community is not just time off work or medical and rehabilitation costs, but also emotional costs to families. An important piece of legislation that affects people at work is your state or territory's workplace or occupational health and safety Act. There are regulations and codes of practice that give advice on how to implement the Act, and each state and territory has a statutory body whose role it is to provide information and support to workers and employers.



Safe Work Australia is a federal government initiative that has prepared a national policy and acts as a link for all Australian states and territories. It aims to improve workplace health and safety across Australia.

More about workplace health and safety can be found at the following site:

- ▶ <http://aspirelr.link/safe-work-australia>

Risk in the leisure and recreation sector

An organisational policy on workplace health and safety, and the procedures for implementation of that policy, will be the focus for how to address safety in the workplace. In the health and leisure sector there will always be a level of risk attached to activities where people come together and participate in an activity. Risk assessment is a crucial part of planning and implementing an activity and should be conducted for every event or task that occurs. This is an important responsibility as a leisure and health worker.

A risk assessment involves determining whether a task or activity is safe, determining whether there are any hazards in the environment where the task or activity is performed, identifying and removing hazards according to WHS regulations, assessing the equipment (for example, the tools, furniture and vehicle being used) and determining the needs, skills and abilities of the people to ensure the activity is safe. Here are some examples of risk assessment.

Risk assessment for a leisure activity



Identifying hazards

A hazard is anything that can cause harm. Hazards may relate to the physical environment, the equipment being used or the management and design of the task. Some hazards are obvious (for example, loose carpet), however other hazards may be harder to identify and may have an effect over a long period of time for example stress caused by violence or bullying.

Here is an example of a review of a suitable location for an event: inspect the environment, ensure that the location is well ventilated, well lit and easy to access. Note whether there are any obstructions. Ensure that the tools and equipment being used are suitable for the task, appropriate for the individual and their needs and have been well-maintained.



Determining who might be harmed and how

In the planning phase, brainstorm and discuss possible risk scenarios. Ensure that the staff involved in the outing are familiar with all aspects of the outing. Create a list of specific risks that will apply to your outing, for example:

- ▶ The transport time is two hours.
- ▶ The accommodation is four people to a room.
- ▶ The activity is outdoors.
- ▶ One individual has a severe food allergy.



Evaluating and controlling risk

Depending on the needs of the group or person, there will be specific concerns and risks that need to be addressed. For instance, if you are taking a group of people with dementia on an overnight outing, you need to ensure there is adequate staff for the activity and overnight supervision, that the location of the activity and accommodation is secure and that there is a communication strategy in place in case of an emergency.



Recording findings

You need to consider how likely it is that the risks you have identified will occur, and what the effects may be if the risk occurs.

If the risk is considered a low risk, it is possible that it is an acceptable one to take. Always consult with your supervisor if unsure. Further consultation may include considering relevant organisation policies and procedures; for example, checking the minimum number of staff who should be present to supervise the person during the excursion.



Reviewing your assessment

Always review and reflect on the process and add additional information as required. Further improvements and changes are possible at every stage.

Example

Assess risk in recreation activities

Jasmine decides to take Beth, a person she is supporting, to the beach as part of a recreation respite activity. Beth's family has a dog, so Jasmine asks if they can take the dog with them for a walk. Jasmine parks in the disabled parking space near the pier and lets the dog off the lead for a run while she and Beth sit and chat on a bench.

When they later return to the car Jasmine is dismayed to see there is a parking infringement notice on the window. She is further dismayed to discover that the dog is being led back to her by a council officer who then issues a warning notice for failing to keep the dog on a lead during daylight hours at the beach. As Jasmine's workplace has a policy of not reimbursing workers for fines incurred while working, Jasmine realises she has just had a very expensive day.



Practice task 8

1. Identify two legislative requirements in your state or territory that apply to your work as a leisure and recreation worker.

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2. Explain the right of a person to confidentiality and privacy and not have their information disclosed.

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3. List the five steps involved in the risk assessment process.

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Click to complete Practice task 8

2C Work ethically and within duty-of-care requirements recognising dignity of risk

Workers have a responsibility to provide a duty of care to ensure the safety and wellbeing of people in receipt of their services. Legislative and regulatory obligations underpin an organisation's policies, which determine the procedures to guide service delivery that promotes and enhances the safety and wellbeing of people.

The rights of people to dignity and choice, upheld in legislation and service standards, also require that duty of care or safety is not used as a reason to limit a person's freedom or personal choice.

A worker's adherence to duty of care and safety must be coupled with the concept of dignity of risk, which means that a person has the right to make their own choices and to take risks.



Meet ethical requirements

Although there are agreed ethical principles in many organisations and in the broader community, what constitutes ethical conduct in certain situations is not always clear cut. Determining what constitutes ethical conduct may be affected by the need to consider different legislation, community work principles, the rights and needs of the person, as well as the rights of the worker. These factors may also be the cause of ethical dilemmas.

All workers have a responsibility to act in an ethical way. Ethics relates to values, views and judgments about what is right and wrong in different circumstances. Your first responsibility in a workplace is to act according to policies and procedures, which take into account your legal obligations and those of the organisation. Your second responsibility is to act in an ethical manner, which means making decisions that demonstrate sound values and attitudes, and that reflect the general views of the community.

In reality, there is never one single community view about any one situation, and you may come across situations where you need to carefully consider your response to determine how you will act and what you will say or write. For example, you may need to make a decision about when a professional boundary has been crossed by yourself or another worker. You should weigh up the situation, consider the potential consequences and decide on the most appropriate course of action.

Considerations in determining ethical action:

- ▶ What would another reasonable person do in this situation?
- ▶ How will my actions reflect upon myself and my workplace?
- ▶ If I look back on this situation in a few years' time, how will I judge myself?
- ▶ Do I stand to gain or benefit unfairly from my actions?
- ▶ Can someone else be harmed by my actions?

Act with duty of care

In positions where you work with people, you need to become familiar with duty-of-care requirements, which are mandatory under federal, state or territory law.

Duty of care describes the obligations employers and employees have to each other and those they are providing service to. It includes making sure you provide appropriate care to meet the person's needs, treat them with respect and maintain a person's right to privacy. For example, you have a duty of care in situations such as when driving a person to or from an activity, when implementing a recreation program or when performing a manual-handling task to move a person from one place to another.

If a person is young, has a significant level of disability or has a previously known history of acting in a particular manner that could put them at risk, you may owe them a higher duty of care. Conversely, a person who is an adult and who is able to make their own decisions may be owed a lower duty of care.

Duty of care varies depending on factors such as:

- ▶ the activity involved
- ▶ the nature of the individual and any disabilities or impairments they may have
- ▶ the age of the individual
- ▶ the ability of the individual to make their own reasonable choices and decisions
- ▶ the requirements of your role
- ▶ the location and environment in which the activity takes place
- ▶ any other legal requirements that may apply, such as if a guardian has been appointed under an Act.

Dignity of risk and negligence

Negligence occurs when a duty of care has been breached and harm to either person or property ensues. It is the legal and ethical obligation of any worker, supervisor or organisation to ensure that people are not exposed to unnecessary or unreasonable risk.

The rights of people to dignity and choice, as set out in legislation and service standards, also requires that duty of care is not used as a reason to limit a person's freedom or personal choice. A worker's adherence to duty of care and safety must be coupled with the concept of dignity of risk, which means that a person has the right to make their own choices and to take risks. Dignity of risk acknowledges that life experiences come with risk, and that we must support people in experiencing success and failure throughout their lives.

Dignity of risk needs to be considered in terms of capacity and decision-making. It is necessary to find a balance between the need for duty of care and the right and capacity of people to decide what level of risk they are comfortable with themselves. It is the role of the worker to ensure that the individual understands the risks they are taking and is therefore making an informed decision.



Example

Duty of care versus duty of risk

Tyler is 17 years old and accesses the recreation program at Southside Rec Centre. He has multiple physical disabilities including fragile bones. Alex is the recreation worker who works with Tyler. Tyler has accessed this program for many years and is well known to staff, who are aware that Tyler is especially fond of aeroplanes and has shown great interest in them in the past, expressing delight when an aeroplane has flown over the centre.



An international air show is coming to the area. This is a once-in-a-lifetime opportunity for Tyler, and one that he would enjoy enormously. One of the other workers at the centre, who saw the air show advertised, gives the flyer to Alex and suggests that he take Tyler to see show as part of the recreation program.

Tyler’s parents feel the large crowds at the air show may pose too great a risk for Tyler, given his disability. While they acknowledge that the display would give Tyler a great deal of pleasure, they insist he doesn’t go due to the risk of physical injury.

Practice task 9

1. Why do ethical dilemmas arise?

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2. Explain the term ‘duty of care’.

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3. How can duty of care sometimes contradict dignity of risk?

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Click to complete Practice task 9

2D Seek information for professional development and further training options, and identify potential career pathways

In some organisations there are requirements for staff to upgrade their skills to remain current in their practices, skills and knowledge. It is important to focus your attention from time to time on your own professional growth as well as the people you are responsible for and the growth of your program or service. Use networking skills to seek information about career opportunities and ways to extend your career into areas that hold interest for you. Speak to others to learn about the path they undertook to get to the position they hold now. Seek information from a variety of sources about professional development through training and on career pathways.



Professional development and training

Most jobs require you to commit to further training or professional development at some point to ensure you continue to develop your skills and keep existing skills current. For some job roles, you may need to update existing qualifications, such as a first-aid certificate. You may need to extend your skills in an existing area by completing a more advanced certificate or course. For example, you may already hold a high-level first-aid qualification, but need to also complete a defibrillation course to ensure you can provide optimal support in an emergency.

You may wish to complete further training externally through a specialist provider; for example, attending a fitness training course if you wish to transfer your existing skills into a career as a personal trainer or add that skill set to your current position.

Further training may also be completed within your own workplace, using existing skills within the organisation. Many workplaces use this approach as a cost- and time-effective way of updating staff skills and helping the organisation meet its performance targets. For example, you may attend a manual-handling workshop provided by a physiotherapist who works for your organisation.

Training options

Further training can be a great way of enhancing your job prospects when applying for a new position as it demonstrates to an employer that you are willing and motivated to improve your skills. Most employers view a commitment to on-going self-education as a valuable asset in an employee.

Options for further training in the leisure and health sector may include TAFE, universities and private training providers. They offer opportunities for further study in many areas within the leisure and health sector. There are formal qualifications and informal or short courses that can be completed. Some courses are available as distance or off-site courses, while others require you to attend classes on campus or at another suitable venue. Many different courses and training options are available, so there may be other areas more suited to your own career goals and pathway.

Registered training organisations, including TAFE

Course areas include:

- ▶ aged care
- ▶ disability studies
- ▶ community services
- ▶ business management
- ▶ children's services
- ▶ education support
- ▶ allied health.

Study type:

- ▶ Certificate III, IV or Diploma
- ▶ Short courses/hobby courses
- ▶ Apprenticeships
- ▶ Traineeships
- ▶ Recognition of prior learning (RPL)
- ▶ Flexible learning

Universities

Course areas include:

- ▶ education
- ▶ art and design
- ▶ business management
- ▶ health
- ▶ science
- ▶ disability and aged care
- ▶ mental health and counselling
- ▶ social work.

Study type:

- ▶ Diploma
- ▶ Bachelor's degree
- ▶ Postgraduate diploma
- ▶ Master's degree
- ▶ PhD
- ▶ Flexible learning

Private training providers

Course areas include:

- ▶ fitness
- ▶ personal training
- ▶ recreation services
- ▶ art and craft
- ▶ languages
- ▶ personal and employment skills.

Study type:

- ▶ Certificate of completion
- ▶ Formal certificate
- ▶ Flexible learning

Other providers (short course centre, community centre, etc.)

Course areas include:

- ▶ art and craft
- ▶ languages
- ▶ personal and employment skills
- ▶ writing
- ▶ technology/computing/web design.

Study type:

- ▶ Certificate of completion

Career pathways

An important first step in developing your career is to write down a number of career pathways that interest you. The leisure and health sector is broad and offers the potential to work in many varied roles. Some career pathways progress directly to more senior roles in the same area, whereas other pathways can lead you to a different part of the sector. Some positions may be accessible through progression and experience within an organisation, while others may require further training.

Career pathway in the leisure and health sector



Residential services

- ▶ Leisure worker or officer
- ▶ Team leader
- ▶ Case manager
- ▶ Residential services manager



Respite services

- ▶ Direct care worker (aged or disability support)
- ▶ Home and community care team leader
- ▶ Group respite program leader



Psychosocial rehabilitation

- ▶ Leisure worker or officer
- ▶ Case manager
- ▶ Team leader
- ▶ Mental health worker
- ▶ Social worker



Leisure and health promotion

- ▶ Leisure worker
- ▶ Program or activity leader
- ▶ Leisure and lifestyle coordinator
- ▶ Web designer
- ▶ Blogger – leisure, health, fitness, recreation
- ▶ Promotions manager
- ▶ Event management



Clubs and societies

- ▶ Leisure worker or officer
- ▶ Club manager
- ▶ Fitness trainer or personal trainer
- ▶ Executive officer
- ▶ Liaison manager
- ▶ Centre operations manager
- ▶ Public relations manager
- ▶ Programs manager

Network for career advice

A range of resources can be accessed to provide information for professional development, training and potential career pathways. Ideas can be sought from a variety of sources.

Possible networking opportunities include:

- ▶ colleagues including supervisors and management
- ▶ workers in other services
- ▶ newsletters, magazines and articles
- ▶ community meetings
- ▶ professional bodies and their publications.

Example

A future career path

Ara wants to apply for a position as a leisure and lifestyle officer within a residential aged care setting. She checks the job information online, then downloads a detailed position description from the organisation's website. She finds out that she needs, including the following:

- ▶ A current police check that meets legislated requirements (dated within three months of interview)
- ▶ A current Victorian driver's licence
- ▶ A current first-aid certificate
- ▶ Additional skills that would be an advantage include being able to speak another language and experience planning and organising an event.



Ara does not have a current police check, so she fills out the paperwork to apply for one. She can speak Turkish as well as English, so she adds this to her application. She already holds a current first-aid certificate, but she enquires about details on when the higher level qualification in first aid is available. She enrolls in the first-aid course, as she feels that the updated first-aid skills will be an asset in most jobs she applies for in the future, even if she does not get this particular job.

Practice task 10

1. What course options are offered in TAFE?

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2. What job roles are available in the health promotion area?

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3. Provide examples of the networking ideas you could get from a community meeting.

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Click to complete Practice task 10

Summary

1. It is important to always operate within the policies and procedures of the leisure and health organisation in which you work.
2. Always read the relevant documentation and ask questions of others for clarification.
3. Continue to refer to the organisational policies until you become skilled in their application and familiar with your job role.
4. Consult with others who can assist with information about particular organisational policies.
5. Always work within the framework of statutory and legislative provisions.
6. Consider confidentiality, privacy and disclosure as important legal and ethical considerations at work.
7. Work health and safety considerations should be at the front of all decisions in the planning of activities.
8. Understand the importance of duty of care as a legal requirement, and remember that dignity of risk is an important ethical right for the people you support.
9. Professional development activities, training and courses all offer benefits to your skill set and will improve employability.
10. Network wherever possible to understand other job roles and seek information on potential career pathways.

Learning checkpoint 2

Operate within the policies and procedures of the leisure and health sector

This learning checkpoint allows you to review your skills and knowledge in operating within the policies and procedures of the health and leisure sector.

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

Case study

Marco is a youth recreation worker who works with teenagers at risk of dropping out of school. His recreation program is designed to provide positive social and sporting opportunities to help build relationships, foster positive self-esteem and provide an avenue for offering support and intervention when required.

Marco is approached by Megan, a 16-year-old who has recently begun the program. She tells Marco she thinks he is attractive, and that she wants to go out with him one night. Megan also begins phoning Marco after she discovers his mobile number written on a document in his office. She sends him text messages and leaves messages on his voicemail asking him to phone her back. She says in the messages that she needs his help to deal with her current situation and that only he can help her. In her latest message she says she is planning to hitchhike to the city (about three hours by car) unless he comes to see her at the recreation centre at 10 p.m. She also says she does not want him to tell anyone else of her plans – she will only talk to him.

1. Discuss the duty of care responsibilities Marco has to Megan.

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2. Is dignity of risk an important concern for Marco in this situation? Explain.

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3. Should Marco consider the legal and ethical principles of confidentiality, privacy and disclosure in relation to Megan? Explain.

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

Case study

Leslie is a new mother and has been involved in a recent situation of domestic violence. She and several other women meet once a week and bring their children to a day centre for play. While the children play in the supervised area, the women get to do activities they enjoy such as craft, cooking and internet research. They have the opportunity to talk with support workers and can access referrals if needed to other health professionals. The program is run by Bruce, who is employed by a local not-for-profit group to offer a program that provides a range of activities in a relaxed and secure environment.

During one session Bruce notices that Leslie is behaving aggressively when spoken to and has isolated herself on a table on her own. Bruce asks Leslie if she is okay, and Leslie just turns to look out the window and does not respond. At the end of the session, Bruce documents what he observed and mentions the change in behaviour to his supervisor. The supervisor says that others in the team supporting Leslie have noticed the same behaviour.

The following week Leslie's aggressive and angry behaviour has escalated and she is still reluctant to communicate. The team meet to discuss Leslie's program and the supervisor distributes the organisational policies and procedures for safety at work when dealing with aggressive behaviour of individuals.

4. Bruce works as part of an interdisciplinary team. What advantages does this provide?

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5. Why did the supervisor distribute the relevant organisational policies and procedures to discuss with staff? Why did Bruce and the other staff document their observations?

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6. After his experience with Leslie, Bruce feels he needs some further training to be able to deal better with these circumstances. What can he do about getting some training?

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7. Explain the workplace health and safety risks identified in this case study.

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