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### Job role

You must seek support and advice if you believe that part of the planning or implementation of an individualised plan is outside of your job description, such as contacting a doctor on the person's behalf.

## Identify when to seek additional support

You might need to seek support in relation to using and following a plan.

Seek additional support in the following situations.

- ▶ You are new to the job role. You may require help to locate the plan, understand its layout and how to follow it.
- ▶ It is the first time you have supported the person and you are unfamiliar with their support needs, particularly if the person is unable to explain their routines to you.
- ▶ The instructions contained in the plan are unclear or seem out of date.
- ▶ The person you are supporting asks you to do something differently to the way it is described, or that is not included in the plan.
- ▶ You are concerned that the plan contains instructions that are outside of your job role, experience or qualifications.

## Seek support

Your direct supervisor is usually your first point of call when seeking support.

Colleagues can also be of help if you work in a team. Here are some of the things you might need to consider when seeking support.

### Seeking help and support

Approach or contact your manager or team leader for clarity and advice about your job role.

The skills, knowledge and qualifications of peers in your organisation or team. You might need to check who is responsible for your own area before seeking help.

Review the policies and guidelines of your organisations, so you are clear about the limitations of your role and your organisation.

## Options for seeking expertise

If you, your team members or supervisor require support for any aspects outside the scope of their own knowledge, skills or job role, there might be other professionals who can be consulted. There will be processes in place for seeking help outside of the organisation, and this might be the role of your supervisors only. Check first before contacting external professionals or services.

# 1C Ensure the person is aware of their rights and complaints procedures

The essence of individualised planning is to develop plans for service delivery that focus on the individual person and what they need. In the past, organisations offered a set range of services which individuals could choose from. In many cases, there was little or no flexibility for the person, who often felt they needed to 'do what they were told'. Today, the community sector requires a person-centred response – agencies try to tailor services to what each person needs, rather than requiring the person fit in with what agencies offer. It is now considered the person's right to direct or alter their own support, or even to refuse it if they wish to do so.



## Human rights



'Human rights' is a term used to describe the basic rights that all people have, whether they have a disability, are older, or are children. The rights of people who rely on community services to help them meet their needs always include these basic human rights, such as the right to make choices about their own life, the right to access food, shelter, warmth, the company of others and the right to a place in the community without discrimination. It also means the person has the right to make complaints.

## Community visitors

Community visitors are volunteers who are especially trained to visit disability services to help ensure that a satisfactory quality of services is being provided. They can feed back complaints from people with disabilities or make their own complaints about a service. You might encourage someone to speak up to a community visitor if they do not wish to talk to staff.

## Advocacy services

Advocacy services are government-funded services in most communities who exist to support people who are vulnerable such as older people and people with disabilities. They can be a way to support a person to stand up for their rights if they feel they are not being listened to.

### Example

#### Ensure the person is aware of their rights and complaints procedures

Here are some examples of the rights people using services have and how they may be affected.

##### Basic human rights

- ▶ To have unrestricted access to food. You might be breaking the law by locking food away from a person or refusing them food when they wish to eat.
- ▶ To be a part of the community. For example, many children with disabilities have the right to a mainstream education with extra supports in place, rather than relying just on disability specific services.
- ▶ To have a sexual relationship. People with disabilities and older people have the right to have a consenting sexual relationship, and your service might need to consider factors such as providing education and privacy.

##### Discrimination in services

- ▶ Refusing to allow some people with disabilities to take part in an activity that others are enjoying because they might be disruptive or slow.
- ▶ Refusing a person's wish to go to the cinema as planned and instead insisting they should watch a DVD at home instead, because their wheelchair might make it difficult to navigate a public place.
- ▶ Refusing to allow a person from a different cultural background to eat food from their own culture, because it is too difficult to prepare more than one type of meal for a group of service users.

# 1E Prepare for support activities

It is important to make sure a person knows what to expect when you are providing support. People must be encouraged and assisted to participate in order to maintain and/or improve their independence, and to keep their sense of control over their own support. When you are preparing to provide support, there are several sources of information aside from the support plan to guide you to do so. These include the person themselves, and your organisation's policies and procedures.

## People's preferences

An individualised plan is not an opportunity for professionals to set goals that they think are important for the person. An individualised plan must reflect the interests and preferences of the person. Goals that are based on a person's interests, priorities and strengths are more likely to be achieved than goals that have been imposed and that are meaningless to the person.

When developing an individualised plan and creating goals within the plan, consider the questions below as a way of identifying what is important to the person.

### Questions to ask the person

- ▶ What is important to the person?
- ▶ What are the person's strengths? What are the resources they can draw on?
- ▶ What is most important to the individual? What are his or her priorities?
- ▶ What are their circumstances (skills, finances, social network, support structures, and so on) and how will this help or hinder them achieving their goals?
- ▶ How will their physical and psychological wellbeing impact on the amount of energy they can expend? How can we set small, achievable steps to meet goals?
- ▶ What are their beliefs and values?
- ▶ Will the goals encourage empowerment of the individual?





## Topic 2

In this topic you will learn how to:

- 2A Conduct exchanges with the person in a manner that develops and maintains trust**
- 2B Provide support according to the individualised plan**
- 2C Assemble equipment as and when required**
- 2D Include the family and/or carer**
- 2E Provide support according to duty of care and dignity of risk**
- 2F Provide assistance to maintain a safe and healthy environment**
- 2G Provide assistance to maintain a clean and comfortable environment**
- 2H Respect individual differences**
- 2I Seek assistance when it is not possible to provide appropriate support**

## Provide support services

People requiring support will often have a range of different needs, including the need for help with their physical support, accessing the community, mobility, communication and social needs. They may also come to you from a variety of backgrounds or have specific cultural needs to be met.

A critical part of supporting people and meeting their personal preferences is ensuring that people have a sense of control over the support that is provided. Your focus, as a support worker, is to follow the individualised plans and provide a level of support that allows the person to be as independent as possible. The way you interact with people and their families, the level of information you provide and the degree to which you allow them to make choices will have a significant impact on the success of the support you provide.

## Strengths-based practice

Strength based practice means to utilise what skills and abilities the person already has, and to draw on these wherever possible. The following points can be used for guidance.

### Identifying an individual's strengths

- ▶ Keep a strengths diary. Commit to observing and recording things that the person is good at.
- ▶ Use skills checklists as a formal way to determine some of the person's strengths.
- ▶ Observe and record the individual's activities.
- ▶ Review any previous or existing files and individualised plans and reports as a source of ideas.
- ▶ Spend time with the individual, getting to know and understand them.
- ▶ Get to know more about the individual in other environments (ask family, advocates, any agencies that may be involved with the individual).
- ▶ Try out new activities and record how much the person liked them and what strengths they showed.

## Skill development

Individualised plans establish goals for individuals to work towards, based on their needs, strengths and preferences. In order to achieve a particular goal, an individual may need to develop specific skills. It is essential that any skills development is linked directly to the individual's needs and goals. The needs assessment during individualised planning – the continuous process of planning, implementation review and assessment discussed in the introduction – is imperative to ensure you know the person well and understand their individual needs and goals. Skills should be developed that are clearly aligned with the person's needs assessment and planning processes.



## Support skill development

In the past, people with disabilities and older people were sometimes engaged in programs learning skills that were not interesting or meaningful to them, or that they did not get the opportunity to use.

There are many processes and practices that support skill development. You will need to know each individual to have a sense of the approach to skill development that is likely to best meet their needs.

## 2D Include the family and/or carer

Family members have an important role in the lives of most people you support. You might often find that family members expect and appreciate being called upon to help you support the person.

Be careful, however, to keep the person at the centre of supports. You can do this by considering the following guidelines.

### Including the family in support

- ▶ Talk directly to the person as the centre of the discussion.
- ▶ Include the family in discussions about the person's support when the person is happy for you to do so.
- ▶ Ask further information from family members where they have voiced concerns, and report these concerns to your manager.
- ▶ Respect the person's confidentiality around family. They may not wish to share details of their condition or support needs with family members.
- ▶ Listen to service users and their family carers. Take their feedback seriously, follow up on all promises and never discuss personal information with unauthorised people.
- ▶ Accept offers of help to undertake your duties graciously from family members only if it is safe practice and the person themselves is happy for family members to do so.
- ▶ Remember that the person's preferences usually take precedence over the wishes of the family, and explain this respectfully to the family if required.
- ▶ Talk to your supervisor if instructions given to you by family or the person that you feel go against organisational policy.

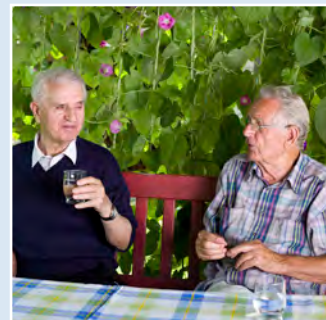
### Example

#### Include the family and/or carer

Mr Pukitas was born in Latvia and moved to Australia with his wife and three children when he was in his late 30s. He always insisted on maintaining a number of Latvian traditions in his family. He only spoke Latvian to his wife, and speaks Latvian to his children as often as possible. He has been a member of the Latvian Social Club ever since coming to Australia. Mr Pukitas is now 83. His wife died five years ago.

It is very important to him that he maintains contact with others from his country of birth and has a community he can participate in and celebrate Latvian traditions and culture.

The support workers are careful to use clear and open body language to talk to Mr Pukitas. Smiling and gesturing are helpful, but the support workers have also collaborated with his children, by suggesting they put together a simple list of Latvian translations for commonly used words. Support staff now have a wonderful resource to help communicate with their father, which also includes a guide to pronunciation.





# 2F Provide assistance to maintain a safe and healthy environment

As in any workplace there are potential risks associated with community work in aged care, disability and home and community care settings.

The nature of disability and ageing can mean that many people who access these services are exposed to an increased level of vulnerability and risk. You can help the person to recognise risks by reminding them of issues that you feel are unsafe, such as walking without a prescribed walking aid or not cleaning away food after preparing a meal. It is important to be sensitive at all times to the person's understanding of hygiene and safety, and call a supervisor if you feel the person continues to be at risk of harm or illness.



## Maintain a safe and healthy environment

Keeping an environment safe often requires simple planning and thinking ahead, such as wiping up a wet floor and tidying away clothes left around to remove the risk of tripping on them. Another example is helping a person to wash their hands after using the toilet to remove the risk of illness or infection. Be sensitive when discussing problems that occur in the person's home, talking in terms of safety, rather than using words like 'dirty' or 'messy'.

If you see something that might be unsafe or unhealthy, you should try to resolve the problem immediately if possible.

Unhealthy or unsafe situations include:

- ▶ evidence of self-neglect, such as poor hygiene or out-of-date food in the fridge
- ▶ behaviours that could cause harm, such as forgetting to turn off the gas when boiling the kettle
- ▶ hazards in the home that could cause tripping, such as slippery rugs, frayed cords or clutter in pathways.

## Plan ahead for safety

Always plan your work ahead of time. This could mean considering what you will need to take with you into the bathroom and having it prepared before you begin to transfer a person to the shower, so that you do not have to leave the person alone.

As a support worker, it is important that you are constantly assessing situations and tasks for potential risks, and identifying and reporting risks if you cannot resolve the problem easily.

# 2H Respect individual differences

There are many factors that will mean no two people you support, either now or in the future, will ever need the same approach. You will need to adapt the strategies you use to suit the age, abilities, interests, culture and other differences. Factors such as mobility, communication skills and cognitive abilities are further examples of how their requirements will differ. Treating a person with dignity requires that you act in a way that is respectful and acknowledges each person as having individual rights, feelings and preferences.

Each person will also have a different understanding of privacy and what it means to them. When you are providing personal support such as showering and dressing, privacy is something that should never be taken for granted.

## Communication differences



You are likely to find a wide range of communication abilities among the people you will be supporting. There are conditions that affect a person's language skills; for example, dementia or some forms of acquired brain injury, can reduce their ability to find the right words or to understand the words you are using. It can also mean that a person who has spoken another language before they learnt English may revert back to that language as their condition progresses; it may be important to plan for this need. An

interpreter may be needed or you may need to learn a few words of another language so you can communicate with the person or seek other alternatives, such as pictures or gestures.

## Cultural differences

You will need to think about the cultural background of each person you work with. Differences in culture can mean different expectations of you as a support worker. For example, different cultures may have different expectations about courtesy and communication. You should always attempt to find out how the person's culture might affect the way you provide support, as there might be differences in what is considered respectful language, in observing religious practices, and in food preferences, for example.

# 21 **Seek assistance when it is not possible to provide appropriate support**

While it is important that workers provide assistance as directed in the individualised plan, there are occasions when it is difficult to meet a person's needs for support. The difficulties you encounter might be due to:

- ▶ the person's behaviour, needs, preferences or abilities
- ▶ your own skills and knowledge
- ▶ organisational limitations.



## **Changes in the person's preferences, needs or behaviour**

Do not argue with the person in cases where they disagree with the support plan. Talk to them calmly about the instructions you have, and explain that it is important for the safety of both of you that you follow the instructions. Take the time to discuss their request and find out why they want the support provided in a different way.

If the person insists that they do not want the support provided in the way you have been instructed, that is their right, but you must contact your supervisor and discuss a plan of action. You must not provide support in any way different to that described in the support plan, without first discussing it and receiving new instructions from your supervisor.

There may be times when a person may disagree with the information in the plan, and ask that you provide the support in a way that is very different to your documented instructions. Reasons for this may include:

- ▶ a change of plans for the day – for example, feeling tired, so wanting to stay in bed rather than get up and get dressed
- ▶ unrealistic belief in their own ability – for example, people with intellectual disability or dementia might tell you they are independent when they are not
- ▶ a change in the person's abilities that results in them being able to perform tasks either more or less independently.



## Topic 3

In this topic you will learn how to:

**3A Monitor own work**

**3B Involve the person in discussions**

**3C Identify aspects of the individualised plan that might need review**

**3D Support the person's self-determination**

## Monitor support activities

Effective planning and support requires ongoing monitoring and review. Some review processes for individualised plans are formal and may take place annually. Important review and monitoring occurs regularly and informally. The most important strategy is getting to know each person in receipt of service as an individual. Self-determination is the right of individuals to make their own decisions about their life.

The role of the worker is to work as a facilitator who works to empower the individual to make these decisions. To enable reviews that support self-determination and acknowledge the people's autonomy, workers need to provide accessible communication and information, work with and support advocates, commit to privacy and respond to individual needs.



# 3C Identify aspects of the individualised plan that might need review

An individualised plan needs to reflect the current situation, needs and goals in an individual's life. Life circumstances for any person change from year to year, even from month to month. An individualised plan for a person with support needs must be reviewed regularly to ensure it reflects their current circumstances and needs. Aspects that might need review include the following points.

## Changes in the person's abilities or health

- ▶ If a person's abilities or health status changes, their capacity to participate in the agreed support activities may be affected. If their health or abilities improve, the person may no longer require the services they are receiving or some support activities may no longer meet their needs. If their abilities or health deteriorates (temporarily, progressively or permanently) they may not be able to engage in the agreed support activities and additional services may be required.
- ▶ **Example**  
Jeremy is 58 years old and has multiple sclerosis (MS). His needs when his MS is affecting him are vastly different from when he is in remission. Jeremy's support activities and individualised plan need to be reviewed and changed to reflect his changing needs.

## Changes to the person's lifestyle or living arrangements

- ▶ Support activities should assist to maintain independence by allowing a person to remain living in their own home or by providing the means for an individual to participate in their community, even when their life situation changes.
- ▶ **Example**  
Barbara is 47 years old and has Down syndrome. She lived with her mother who recently died. With her mother's assistance, the support activities documented on her individualised plan were sufficient for Barbara. Now that Barbara is without her main family support, her support activities need to be altered significantly to enable Barbara to maintain her independence.

## Problems with the person's ability to cope

- ▶ Support activities may assist a person to access their community, develop or maintain social networks, meet cultural or spiritual needs and engage in meaningful activities. If this is not happening, then plans may need review.
- ▶ **Example**  
Nikola has two children with disabilities and is entitled to a number of support worker hours each week. Nikola found that while her children were on respite she spent all the time cleaning the house and she still was not getting a break. Nikola has negotiated to instead receive home support and less respite. Nikola feels much less stressed now and appreciates the time she can spend with each child.



## Person-centred approaches

Used across most community services organisations and written into the standards across each sector, person-centred approaches are those that focus on the person as a unique individual, rather than one of many. Person-centred plans are written in a way that approach support needs with consideration of the person's culture, age, interests, preferences, and other needs. No two plans should ever look alike.

## Consumer directed care

This approach is being introduced into many community care settings as way to provide people with more choice about the way their support funding is used. A person is assessed as requiring a certain level of funding, but they can choose the services to provide supports, the types of supports they prefer, and the number of hours they would like to use with each service. For example, a person might choose two hours of support to travel to a community centre to pursue their favourite activity with the help of a private Home and Community Care provider, and use a further two hours on home help services from the local council.

### Example

#### Support the person's self-determination

Mr Nguyen's wife of 40 years has died recently. While he is physically able to live independently, Mr Nguyen has arthritis and is finding it hard to cope at home. His wife was the one who did the cooking and cleaning. He does not have family members who can do these things for him and boiling an egg or making toast are the limits of what he is able to do for himself. He has never used a washing machine or a vacuum cleaner. In the past, a council service might have taken over these tasks and continued to do them for him, without regard to his long term abilities or potential for independence.



Under the Active Service Model, an assessor spends some time talking to Mr Nguyen about his needs and abilities. Together with Mr Nguyen a goal focussed plan is put together. It sets goals that include having support staff teach Mr Nguyen to wash his clothes in the machine, cook a simple dinner and pay his bills at the post office.

## Practice task 18

1. Briefly explain what the term self-determination means.

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2. Give two examples of ways you could support self-determination in a person who cannot communicate.

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## Topic 4

In this topic you will learn how to:

- 4A Maintain confidentiality and privacy**
- 4B Comply with reporting requirements**
- 4C Identify and respond to situations of potential or actual risk**
- 4D Identify and report signs of additional or unmet needs**
- 4E Complete and maintain documentation**
- 4F Store information**

## Complete reports and documentation

Accurate and up-to-date record-keeping underpins quality service provision that meets individual needs. Actions are documented in a way that increases accountability and duty of care. Completing documentation and reporting is an essential role of support workers and coordinators. There are many different types of documentation and reports used in aged care, disability services and home and community care settings. These documents may relate to service users, staff and to the organisation and its operations. Support workers need to be aware of and abide by legislative requirements, policy requirements and organisational protocols about how documentation and reports are completed, maintained and stored.

## What the law says about privacy

The *Privacy Act 1988* (Cth) outlines principles for handling personal information that applies to Australian Government departments and private sector organisations throughout Australia. In addition, each state and territory has their own laws governing privacy. Privacy legislation and principles govern the collection, use and storage of people's information.

Any information that could identify a person must be kept confidential. This could mean names, addresses, dates of birth or description of identifying attributes. Workers must be aware that even if they are being careful to avoid using names in order to maintain confidentiality, a description of a person's features or condition may provide enough information to be identifying. Consider the following guidelines when managing confidential information.

### Guidelines for managing confidential information

- ▶ Ensure you have a valid reason, and the person's consent, for collecting, storing or distributing any personal information.
- ▶ Keep personal information in locked filing cabinets and password protected electronic files.
- ▶ Limit access to files and information.
- ▶ Restrict written records from being removed from the organisation's grounds; for example, do not take a person's file unnecessarily on a home visit and avoid leaving confidential information unattended in a car or bag.
- ▶ Know and abide by the organisation's confidentiality policies and procedures.

### Example

#### Maintain privacy and confidentiality

Tony is assisting Lara with her personal care. Lara has to go to hospital for an operation and expects to be away from home for two weeks. She is worried about who will feed her cat and water her indoor plants.

Tony sees Lara's neighbour as he is leaving and tells him about Lara's operation and that she needs someone to help with the cat and the plants while she is away. The neighbour says he is happy to help. Tony runs back inside and tells Lara that he has told the neighbour about her trip to hospital and that the neighbour will help.

Lara turns white with rage. She says, 'The neighbour is a nosy parker, always going through my mail and checking through the windows. I don't want him knowing my business.' Tony has broken Lara's right to privacy.



## Example

**Comply with reporting requirements**

You must follow your organisation's reporting requirements by completing standard forms or documents.

Here is an example of a file note.

<b>Link Chain Attendant Care</b>
<b>File note</b>
<b>Name:</b> Bea Reardon
<p>Support was provided today as per individualised plan.</p> <p>Bea appeared very sad today. She also appeared uninterested in eating breakfast, or taking a shower and getting dressed. I asked her if anything was wrong and she told me her neighbour and close friend, Millie, had a serious stroke last week and is in hospital, and probably will not be able to return home.</p> <p>She says it makes her worry more about being alone and what might happen if she became unwell or had a stroke.</p> <p>She says she worries that she could be lying on the floor for days before someone found her. I made Bea a cup of tea and reassured her about her safety.</p> <p>I reported my concerns and our conversation to my supervisor, who will arrange visits from the GP and a social worker. She will also arrange for a personal alarm for Bea.</p>
<b>Name of support worker:</b> Kerrie Burns
<b>Date:</b> 17/08/16

## Practice task 20

1. Name two legal reasons for reporting.

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2. What types of reporting might you use to communicate a problem to a supervisor?  
Give two examples.

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3. Research the mandatory reporting laws via the following link, and provide a short summary of how they apply in your own state or territory. This information is available at: <http://aifs.gov.au/cfca/publications/mandatory-reporting-child-abuse-and-neglect>.

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4. Why is it important only to record facts rather than your opinion?

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# 4E Complete and maintain documentation



Many of the documents, reports and records completed by workers are considered a legal record of the support provided, and how the organisation manages matters such as work health and safety and infection control. Most government-funded organisations undergo regular audit evaluations, where records are examined to ensure work is carried out to the appropriate standard.

Different types of information may need to be documented at different times and several people may enter information on a single record. There

may be a weekly report on skills development of individuals, and a funding agency may require additional reports to be made monthly.

## Complete documentation

Below are factors you need to consider when completing documentation.

### Objective and factual

Professional standards require that reports and documents use objective language based on fact and observation. Objective language describes what has been observed or heard, while subjective language may be based on feelings, emotions or opinions. Objectivity is important for accuracy and accountability and ensures individuals are described in ways unaffected by judgments, stereotypes, assumptions or opinion.

### Timely

The nature of a report or document, along with the expectations of the organisation determines the time lines and protocols for completion of reports. Reports such as funding submissions or statistical reports to government have externally set time frames. Internal documentation are dictated by urgency, organisational policy and the end use of the information. For example, file notes or case notes should be completed regularly so the most current information is always available.

### Confidentiality of other parties

Often case notes, programming and incident reports include interactions that involve events with other people. Confidentiality must be maintained when writing notes or reports recorded in another person's files or records.



6

### **Use or disclosure of personal information**

Outlines the circumstances in which an organisation may use or disclose personal information that it holds.

7

### **Direct marketing**

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

8

### **Cross-border disclosure of personal information**

Outlines the steps an organisation must take to protect personal information before it is disclosed overseas.

9

### **Adoption, use or disclosure of government-related identifiers**

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

10

### **Quality of personal information**

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

11

### **Security of personal information**

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

12

### **Access to personal information**

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

13

### **Correction of personal information**

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

## **Example**

### **Store information**

Susan has received information from a support worker that a service user will be away for the next two weeks and will not need to be picked up by the day program bus. Workplace procedure says this information should be recorded in the person's case notes and on the bus pickup whiteboard in the coordinator's office.

Susan records the information as per the procedure. The bus driver now knows not to go to the person's house and the coordinator knows the absence is expected, and does not need to check up on the person when he does not arrive for the day program.

Now, assume that Susan is in a hurry. Rather than recording the information in the file and on the white board, she writes a note and sticks it to the coordinator's computer screen, assuming the coordinator will see it next time she is at her desk. The note falls to the floor as Susan leaves the office.

## Summary

1. Privacy and confidentiality of personal information should be considered whenever you are supporting a person or when you are passing on information to others.
2. Reports can be made in several ways, including written, verbal and in meetings.
3. Reports should contain factual and timely information.
4. Mandatory reporting laws vary between state and territory. They require that certain workers or professionals report signs of child abuse to authorities.
5. WHS regulations require all workers to be responsible for safety.
6. Identifying risks is the first part of the risk management process. Risks can be identified through observation, using hazard checklists and becoming familiar with individuals you support.
7. Responding to risk can involve making changes to the environment, or reporting to a supervisor or other relevant person.
8. People have a wide range of holistic needs, including physical, cultural, social, emotional, sexual and intellectual needs.
9. Unmet needs can lead to problems such as withdrawal, changes in behaviour, or stated difficulties.
10. Unmet needs should be reported unless they can be easily addressed within the support plan.
11. Documentation should follow the organisation's procedures and comply with legal requirements.
12. Protocols for correct and accurate documentation include writing objectively.
13. Storing of documentation must observe organisation protocols and includes ensuring confidentiality.