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## Work health and safety

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

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

- ▶ protect the health and safety of workers
- ▶ improve safety outcomes in workplaces
- ▶ reduce compliance costs for business
- ▶ improve efficiency for regulator agencies.

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

## Legal responsibilities

Work health and safety laws are based on duty of care principles applied specifically to places of work. This means that everyone in a workplace has a duty and responsibility to contribute to safety. Employers have a duty to provide a safe work place; workers have a duty to follow WHS policies and procedures and to identify and report safety issues.

Community services workers have legal obligations to work safely and an obligation to fulfil duty of care when establishing an interpersonal relationship with a person they are providing support for. Boundary violations, particularly if they occur when working with young people can expose staff members or people with support needs to harm.



## Ethical responsibilities

Community services workers have an obligation to work ethically. Professional or workplace ethics are based on values and beliefs about rights, responsibilities and good behaviour which are held in common across an industry or sector. These also reflect contemporary social and cultural values and beliefs.

Some ethical principles are reflected in and supported by laws, but others may not be. What is legal may not always be right; what is right may not always be legal. Sometimes the line between what is illegal and what is unethical is a fine one. Generally if an act is illegal there will be a legal consequence. If an act is unethical there may be other kinds of consequences; for example, feeling bad, loss of respect, loss of trust, or damage to relationships. In some cases, unethical acts can attract a legal penalty.

**Use appropriate language**

- ▶ Consider the cognitive ability, education, gender and age of the person and use language they will understand.
- ▶ Language needs to be relevant to the person's current development.
- ▶ Simple, plain language is always better than jargon.

**Be patient if the process takes a bit longer**

- ▶ Do not assume you know what someone will say or finish their sentences for them.
- ▶ Do not interrupt or hurry the person along.
- ▶ Give people time to find the right words.

**Use and observe non-verbal communication**

- ▶ Observe body language and see if it agrees with what they are telling you.
- ▶ Use open and friendly body language in return.
- ▶ Use touch or hand gestures if appropriate.

**Use an interpreter if necessary**

- ▶ If a person has language difficulties because English is not their first language or they use Auslan to communicate, consider using an interpreter.

**Ask if you can take notes**

- ▶ If you need to write anything down, ask first.
- ▶ Clarify things before you write them down.
- ▶ Read the notes back to the person and get them to sign-off your notes.

## Use communication skills to establish trust and respect

When meeting a person with support needs for the first time, workers should establish the foundation for the working relationship in two important ways. The first way is to make trust and respect the basis of your working relationship. The second way is to explain your role clearly.

Explain how you can assist a person by:

- ▶ giving the person information about the services your organisation offers and what the service can and cannot provide
- ▶ informing the person about confidentiality and limits to confidentiality
- ▶ discussing any costs involved in service provision
- ▶ discussing the possibility of referring them to other appropriate services.

### Help build confidence

- ▶ If people are not used to making decisions and want to defer to the worker, you can help to build confidence by taking a strengths-based approach. You may need to uncover personal resources and build on these strengths by asking those receiving support about situations they have managed well in the past and discussing their hopes for the future.

### Focus on abilities and strengths

- ▶ Focusing on abilities and strengths rather than failure or loss helps people realise they do have the potential to make decisions and take control of their own lives. They are empowered to become active participants in choosing the services they receive and having input about decisions that affect them.

## Help make decisions

You may find that people you support will benefit from using a basic decision-making model to help them make informed decisions. Decision-making models allow people to understand that decision-making is a process involving a series of steps and that they should look at as many options as possible before making a final decision. People you support should be encouraged to evaluate the actions they choose and try again if the first choice does not work out.

Here is a basic decision-making model.

### Decision-making model

- 1 Define the situation that you are making a decision about.
- 2 Look at all the possible options by referring to relevant information and brainstorming alternatives.
- 3 Consider the best options and choose one.
- 4 Carry out the chosen action.
- 5 Evaluate the action and try another course of action if the first is not successful.

## Financial abuse

This form of abuse is not always easy to spot. It can include a person's money, property or assets being mishandled or taken and used without their consent. It can also include situations where a person with impaired cognitive abilities has given consent without truly understanding what their consent means. This abuse needs to be reported.

Financial abuse includes:

- ▶ embezzlement, fraud, forgery and stealing
- ▶ withholding money from the person or not paying accounts or debt
- ▶ forcing a person to change their will
- ▶ enduring power of attorney refusing to provide enough money for the person to be able to live
- ▶ enduring power of attorney refusing to provide money for the person to buy clothing or other required items
- ▶ forcing a person to hand over their money or assets.

## Psychological and emotional abuse

This form of abuse is an ongoing intimidating behaviour that is designed to disempower a person. Psychological and emotional abuse can be both verbal and non-verbal. It can include belittling, threats and withdrawal of affection. This abuse needs to be reported.

Here are some indicators of this form of abuse.

### Indicators of psychological/emotional abuse

**1**

#### **Sense of hopelessness**

Fearfulness, helplessness, withdrawal, reluctance to make decisions.

**2**

#### **Behaviour swings**

Anxiety, anger, moodiness, agitation, depression, passivity, low self-esteem.

**3**

#### **Tiredness**

Sleep deprivation, insomnia, confusion.

**4**

#### **Unexplained weight loss or gain**

Change in appetite, increased intake of alcohol.

Here are some of the common indicators of harm, abuse or neglect when working with children.

#### Indicators of harm, abuse or neglect in a child

- ▶ History of abuse
- ▶ Reports from the child, carers or other workers
- ▶ Substance abuse by parents or carers
- ▶ Parent or carer illness including mental health issues
- ▶ Frequent injuries requiring medical attention
- ▶ Nonverbal cues such as changes in the child's behaviour (e.g. the child is very withdrawn and fearful)

### Example

#### Identify indicators of harm, neglect, abuse or risk of harm

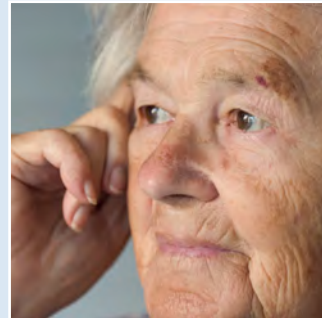
Sonia works for a charitable organisation that provides emergency funds and food for people on low incomes.

One day June, a woman in her 70s, comes to ask for help. She appears nervous and embarrassed. Sonia spends some time talking with June to try and make her feel more comfortable. In doing so she notices June has what looks like rope burns on her wrists that she has tried to conceal with makeup.

Sonia asks June questions about her circumstances. June says she has a daughter and son-in-law who live nearby. Sonia asks if they are able to help her financially. June says no – she has to help them. Sonia asks June how she feels about that. June breaks down and says it isn't fair because she can barely make ends meet as it is. They want her to move into a nursing home and leave her house to them. She doesn't want to do this but is frightened about what they will do if she doesn't.

Sonia asks June directly if they are physically abusing her. June is reluctant to answer at first but then says her daughter left her tied up for hours because she was angry at her refusal to sign a document.

Sonia tells June that there is help available from the police, advocacy services for older people or the state government's elder abuse prevention unit. Sonia asks June if she is willing to take action. June says that she does want help but she just doesn't know what to do.



## Interrelationship between issues

People you support will rarely present with only one issue. Issues impact each other, and are often interrelated. Mental health issues sometimes lead to financial issues and homelessness. Drug and alcohol issues are often linked with mental health. Most issues impact physical health in some way.

Common issues people you support may be faced with are listed below. Think about how these issues may interrelate.

Presenting issues
▶ Physical health
▶ Alcohol and other drugs
▶ Mental health
▶ Child protection
▶ Domestic violence
▶ Disability
▶ Homelessness
▶ Unemployment
▶ Financial
▶ Trauma
▶ Culture and religion

## Identify the impact of issues

In order to recognise different issues people may be dealing with, you should understand how other areas in community services and other issues impact a person and their significant others.

Workers must always be prepared to learn about issues affecting people outside their own area of expertise. They can do this by talking with people about their issues, conducting research, attending workshops and conferences, and networking with community service workers and specialist service providers from other sectors.

## Domestic violence

Domestic violence is an abuse of power in a relationship where there is an unequal power balance. The perpetrator seeks to further disempower and control the person they are abusing. It may occur both in a relationship and after separation and the violence can take a number of forms, which include physical and sexual violence, emotional and psychological abuse and economic deprivation. It occurs across all groups, cultures and creeds.

A worker's primary concern should be the safety and wellbeing of individuals subjected to domestic violence and having knowledge of groups and agencies in the community that can respond to individuals experiencing domestic violence.



## Effects of domestic violence

People experience a wide range of effects from being involved in a situation of domestic violence. These may include physical injuries and health problems requiring immediate medical attention. Physical injuries may range from bruises to broken bones and sexually transmitted diseases. Individuals can experience trauma, suffer financially and may become homeless.

### Emotional and psychological effects of domestic violence

- ▶ A feeling of helplessness and powerlessness
- ▶ Emotional withdrawal
- ▶ Depression and anxiety
- ▶ Fear, anger and aggression
- ▶ Suicidal behaviour
- ▶ Inability to eat and sleep
- ▶ Drug abuse
- ▶ Post-traumatic stress disorder



# 3A Identify and prioritise current needs and available sources of assistance

The people that come to your organisation have varied needs. Some are urgent and require immediate attention, others, though important, are not urgent and can be attended to as soon as possible. For you to be able to meet a person's needs, you need to understand the operations of both your own organisation and other organisations that may also be in a position to provide support. Some people may have issues that can be potentially unsafe for them, you and others in your workplace. You need to fully understand the processes to follow when an unsafe situation arises. Most importantly, you need to be very clear about how to seek assistance when you need it.



Some ways to identify and prioritise current needs are to:

- ▶ collaborate with the person and encourage them to participate in the process
- ▶ use a problem-solving approach
- ▶ address safety issues first
- ▶ consider needs holistically.

## Collaborate to identify and prioritise

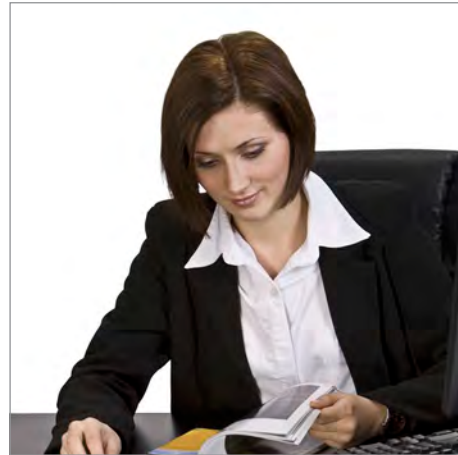
You should collaborate with people you support to identify and prioritise their current needs and discuss available sources of assistance with them. It is important that workers take an enabling and facilitating role rather than being directive or making decisions on behalf of the person. To do this, develop a shared understanding with the person about what their current needs are and which should be dealt with first.

Although formal assessment processes of collaboration can reveal a number of issues that people are concerned about, you must also engage in discussion with the person to gain a better understanding of how they see their own situation. For example, the person you support may have a different perspective of the priorities of their issues than you do. You may think that a person has obvious issues that need to be dealt with as a priority, but they may see the situation differently.

For example, one person may be undergoing abuse in their own home, but say that they want to get a job before they move out or seek other help. Another person may want to find somewhere they can live on their own before they start to address the anxiety and depression they have been experiencing for months. It is important to help a person establish priorities for meeting their needs without telling them what to do. People you support usually have a clear idea of what is most important to them and you should respect this.

## Relevance of information

Your organisation would have to keep a lot of information if it were to attempt to cover all of the services available to community services users. This is one reason why you need to limit the information you provide so that it is relevant to the people you work with. Using active listening and questioning skills also enables you to provide people with information that is relevant to their needs. For example, a person may ask for information on services to assist them in finding a job. They may need language and literacy training to improve their ability to find employment, so you also need to provide them with information on how to access this kind of support. Remember, information should always be provided in a way that ensures that the person can understand it.



## Sources of assistance

The nature of the person's needs, and the risk the need poses will help you determine where assistance can be sought. Respond to urgent, high risk needs immediately. Assistance may come from the following places.

### Other staff

Your supervisor, more experienced staff or staff with specialisations may be able to help; for example they may be trained in behaviour management or, in cases involving non-English speaking clients, may be able to communicate with a client in their first language.

### Consumer groups

These are groups, generally of volunteers, who form to provide help and support to people with particular needs. There is a range of consumer groups, including support groups for carers, people living with chronic pain, people who need financial management aid, and people who wish to access toy libraries or playgroups.

### Clinical mental health

Your organisation may have a list of organisations that provide services to people with mental health needs.

You can access information about mental health government policy, consumer participation and programs at:

- ▶ [www.health.gov.au/internet/main/publishing.nsf/content/mental-pubs](http://www.health.gov.au/internet/main/publishing.nsf/content/mental-pubs)

### Acquired brain injury specialists

Acquired brain injury could be the result of an accident, or alcohol or drug abuse.

You can find out more about acquired brain injury services at:

- ▶ [www.braininjuryaustralia.org.au/](http://www.braininjuryaustralia.org.au/)

# 3C Follow legal and ethical requirements in response to indicators of actual or potential risk of abuse, neglect or harm

To respond to indicators of actual or potential risk of abuse, neglect or harm you must follow organisational policies and procedures, duty-of-care requirements and relevant state and territory legislation.

Ensure you know how to access your organisation's policies and procedures and are familiar with them. Organisations must provide clear, written instructions about what they expect of you and how you can meet the various legislative requirements relevant to your job role and sector.



If you adhere to your organisation's policies and procedures, you can be confident that you are meeting their various legal obligations including confidentiality and privacy and duty of care in responding to indicators of actual or potential risk of abuse, neglect or harm.

## Legal requirements

Legal requirements are based on law and breaches carry legal penalties. These requirements are intended to support and protect the rights of people receiving services, and to reinforce the duties and responsibilities of workers. Legal frameworks are Acts of Parliament relating to service provision.

## Human rights

Underpinning all your work in community services is the fundamental recognition that all people, including people receiving services have basic human rights that must be upheld. In supporting people who are being abused, neglected and are being harmed or at risk of being harmed, you and your organisation are supporting the human rights of that person. Human rights recognise the value of every person, regardless of background, where we live, what we look like, what we think or what we believe. They are based on principles of equality and respect, shared across cultures, religions and philosophies. They are about being treated fairly, treating others fairly and having the ability to make genuine choices in our daily lives. Respect for human rights underpins the values and principles of the community support sector.

## Recognise when a person's needs exceed limitations of role

Workers must be clear about the support and services your agency provides, as well as their role in providing or accessing these services. Much of this information can be found in your job description, and the organisation's mission statement, policies and procedures. Early in your career it is reasonable to expect that you will have support and supervision from more experienced workers or your direct supervisor. They will be able to offer advice and guidance when you begin working with people who have more complex support needs.

Here are some situations where you may need to recognise that the needs of a person exceed the limitations of your role.

### Qualifications

Your qualifications are a good guide as to what is within the scope of your work role and what exceeds the limitations of your role. This may include areas of work such as assessment, reporting, documentation, intervention strategies, working without supervision and working with people from particular cultural or linguistic backgrounds. If the needs of a person fall outside the capacity indicated by your qualifications you may not be able to meet their needs effectively.

### Skills

Skills develop over time and it is reasonable to give yourself some time to develop your skills. Don't assume that you will have the complex case management, assessment, intervention and documentation skills needed to deal with every situation as soon as you begin working in the community services sector. Make sure you participate in regular professional development and complete professional reading to help your skills develop more fully.

### Program areas

Sometimes the needs of a person or the issues they are dealing with are outside the program areas where you are employed to offer support. You may be working in a role which provides support to people who are experiencing a threat to their housing situation and you might have very specific eligibility criteria regarding the people to whom you can offer support. People who seek assistance outside these areas may not be able to be offered support as they do not fall within the program areas of your job role.

### Experience

Your level of experience makes a great deal of difference to how you are able to manage situations where a person has complex, multiple or changing needs. Once you have been working for a few years you are more likely to feel confident in dealing with challenging situations and you will have a greater capacity for quickly identifying support structures and making decisions to assist a person in a complex situation.

## Summary

1. Ensure you can identify and prioritise the person's needs. Encourage active participation in this process.
2. Identify appropriate sources of assistance. These may be professional or informal supports. Ensure that priority needs, such as high risk needs, are addressed first.
3. Provide adequate information about other services and supports, and encourage the person to decide which option best suits their needs.
4. Identify whether your organisation has the capacity to meet the person's needs.
5. Responding to indicators of risk, abuse, neglect or harm may include intervention to remove the risk, reporting to appropriate personnel, investigating, seeking specialist support services, referral and following state and territory legislative requirements.
6. Familiarise yourself with legislation pertaining to child protection, domestic violence, alcohol and drug abuse, homelessness, human rights and duty of care.
7. When a person has needs that are outside the usual range of services that a particular organisation offers, consider referring the person to a specialist service.
8. It is important to provide appropriate and relevant resources to support the person to participate in the referral process, and make decisions about the referral. This maximises commitment.
9. Workers who adhere to their organisation's policies and procedures can be confident that they are meeting their various legal obligations including confidentiality and privacy and their duty of care in responding to indicators of actual or potential risk of abuse, neglect or harm.

## External and packaged support and services

External support and services include all the supports and services that an organisation cannot provide, but are required to meet a person's particular needs. In some organisations this support might be provided through a contract arrangement to meet specific and often time limited needs.

Sometimes people may have packages of funding that they are able to use for desired activities and supports. People who use packaged funding arrangements may access support services for areas of support.

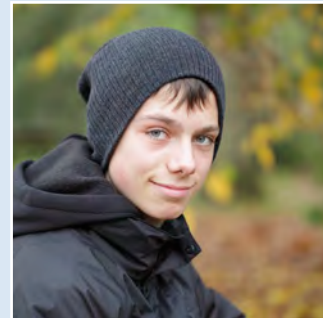
People may access services through packaged funding, including:

- ▶ personal or home based care
- ▶ domestic assistance
- ▶ early intervention services
- ▶ allied health services (physiotherapy, podiatry, occupational therapy)
- ▶ family support and counselling.

### Example

#### Identify need for additional support

Rory has Asperger's syndrome. He is 16 years old, and lives at home with his family. Rory wants to study engineering, but is having trouble completing high school due to his disability. Rory's mum, Nancy, arranges for Rory to see a caseworker, Kris, who assesses Rory, and reviews his information. Kris says her own organisation, Disability Link, provides literary and English classes each week. But Kris thinks Rory would benefit more from private academic tuition and speech pathology, provided by Asperger's and Autism Support (AAS), which is a small group who provide specialised one-on-one support to people with autism and Asperger's. Kris phones AAS to find out more about their services, and then gives Nancy the contact details to arrange an appointment for Rory.



## Practice task 11

1. Describe two ways that you could learn about the skills within your organisation.

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2. Describe one factor of a person's support that may change over time.

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## Motivational interview

Motivational interviewing is used to help the person you support develop their own intrinsic motivation. If motivation comes from within them, the person is more likely to reach a goal or change behaviour. Motivational interviewing is person-centred, which means it focuses on the individual needs of the person. It also directly involves the person in the process.

The following list describes the key principles of motivational interviewing.

### Principles of motivational interviewing

- ▶ The interviewer asks open-ended questions to encourage the individual to think for themselves.
- ▶ The interviewer provides positive affirmations.
- ▶ The interviewer uses reflective listening and provides summarising statements for the individual.
- ▶ The process promotes the use of empathy, warmth and acceptance.
- ▶ The main goal is to engage the individual and encourage 'change talk', which helps the individual motivate themselves.
- ▶ Goals set should be small, genuinely important, specific and realistic for the individual.

### Example

#### Motivate, support and encourage

Charlie works in youth support. One of the people he supports, Ross, has a methamphetamine addiction, and has been charged with physical assault and theft on several occasions. In recent months, Charlie has observed that Ross is leaving sessions early, arriving late, or not turning up at all. Charlie decides to take a positive approach to encouraging Ross' participation.

Charlie takes Ross aside one afternoon and asks him what is happening in his life right now. Ross shrugs, and doesn't give much away. Charlie mentions he's noticed the surf has been particularly good the last month or so, and wonders whether Ross has noticed. Ross appears noticeably enthusiastic. He tells Charlie he's been getting up early most days to go surfing, and has sometimes forgotten about his appointments with Charlie. Charlie tells Ross he thinks surfing is a great physical outlet and would love to come and see Ross in action at some point. He also suggests Ross helps him organise a group surf activity one weekend. Ross seems keen.



### Indigenous people

Support is provided by Indigenous community support services; for example, social and emotional wellbeing clinics, personal development and career guidance.

Indigenous people involved with the justice/court system are provided with support by Indigenous services and community justice groups; for example, preventative intervention and supportive resolution processes to reduce incarceration.

### All community members

Support is provided through the use of a community garden; for example, sustainable living advice.

Support is provided by health services; for example, health education programs, information and pamphlets, assessments for application of specific aids, child health clinics and home visits, parenting classes, referrals to other health service providers, advice/assistance on managing at home for older people and people with a disability.

## Research other services

When researching other agency's services take note of basic information such as range of services, eligibility criteria, opening hours, referral options and the address and contact details. Where possible, obtain brochures and other written information that you can keep on file and distribute to clients.



## Identify resources in a time of crisis

The type of support that a person needs will vary according to their individual situation. Even in a time of crisis, it is important to engage the person, to help them help themselves so that they can re-establish control.

### Ensure the person feels comfortable

- ▶ It is important that a person is comfortable enough to reveal their concerns and that they are not embarrassed about anything they have to say.

### Ensure the person knows their options

- ▶ Workers who attend to people in crisis should provide opportunities for them to think about and make suggestions about what care options would suit them best. This helps the person to see that they do have options and lays a foundation for further care.

### Remind the person they can establish control

- ▶ People in crisis often feel helpless and out of control. If workers step in and make all the decisions for the client, they risk promoting this sense of helplessness. When you encourage a person to take some responsibility for decision-making, you help them re-establish control over their life.



## Refer to protective services under mandatory reporting legislation

If you suspect a child is being abused, harmed or neglected, you are required to make a notification to the child protection authority in your jurisdiction.

The following table lists the appropriate child protection authority in each jurisdiction, which should be contacted if child abuse or neglect is suspected.

### NSW

- ▶ Department of Family & Community Services  
Tel. 132 111  
[www.community.nsw.gov.au/preventing-child-abuse-and-neglect/reporting-suspected-abuse-or-neglect](http://www.community.nsw.gov.au/preventing-child-abuse-and-neglect/reporting-suspected-abuse-or-neglect)

### Victoria

- ▶ Department of Human Services  
Tel. 131 278 (after hours emergency)  
[www.dhs.vic.gov.au/for-individuals/crisis-and-emergency/reporting-child-abuse](http://www.dhs.vic.gov.au/for-individuals/crisis-and-emergency/reporting-child-abuse)

### Queensland

- ▶ Department of Communities, Child Safety and Disability Services  
Tel. (07) 3235 9999 or 1800 177 135 (after hours and weekends)  
[www.communities.qld.gov.au/childsafety/protecting-children/reporting-child-abuse](http://www.communities.qld.gov.au/childsafety/protecting-children/reporting-child-abuse)

### Western Australia

- ▶ Department for Child Protection and Family Support  
Tel. 1800 622 258  
a/h: (08) 9223 1111 or 1800 199 008  
[www.dcp.wa.gov.au/Organisation/contactUs/Pages/ContactUs.aspx](http://www.dcp.wa.gov.au/Organisation/contactUs/Pages/ContactUs.aspx)

### South Australia

- ▶ Department for Education and Child Development  
Tel. 131 478  
[www.families.sa.gov.au/pages/protectingchildren/HowToNotify/?reFlag=1](http://www.families.sa.gov.au/pages/protectingchildren/HowToNotify/?reFlag=1)

### Tasmania

- ▶ Department of Health and Human Services  
Tel. 1300 737 639  
[www.dhhs.tas.gov.au/children/child\\_protection\\_services](http://www.dhhs.tas.gov.au/children/child_protection_services)

## Confirm available services

A comprehensive knowledge of your own organisation's services and those offered by other relevant organisations is useful for understanding what options are available to help people you support. Some community services organisations have in-house specialists such as counsellors, medical practitioners, psychologists, occupational therapists and others. Other community services provide advice only.

You must have a good knowledge of the operations of your organisation and those that you provide referrals to. It is also useful to get to know the names and roles of people you deal with on a regular basis, particularly in other organisations.

You need to know information about the organisation including:

- ▶ hours of operation
- ▶ contact details – phone numbers, mailing and email addresses
- ▶ after hours emergency contact information
- ▶ services provided, including any associated fees and charges
- ▶ location; this is important to help clients access an appropriate service in the most convenient location.

## Promote independence and participation

As much as possible, support a person's independence and encourage their participation in the referral process to maximise the chance that the person will both seek out the referring service and make a commitment to positive change.

Support the person to take responsibility for themselves by encouraging them to access the referral themselves. Here are ways to promote independence and participation in the referral process.

### Promote independence and participation

- ▶ Give the person more than one option.
- ▶ Ensure all services presented are appropriate and relevant.
- ▶ Present all the information, such as cost, location and eligibility criteria as clearly as possible, so the person can make an informed decision.
- ▶ Present information in an unbiased way, to avoid influencing the decision.
- ▶ Put aside your own biases.
- ▶ When presenting different options, ensure that the information is presented in a way the person will understand.
- ▶ Where necessary, ensure the person receives translating or interpreting services, or advocacy.
- ▶ Encourage the person to ask questions and seek clarification about the service and how it will meet their needs.
- ▶ Invite the person to make their own decision and avoid guiding them by using persuasive language.
- ▶ Treat the client respectfully and without prejudice.

**Referral form continued ...**

Guardian/next of kin information			
Name:			
Address:			
Phone:	Mobile: _____ Work: _____ Home: _____		
Relationship to client:			
Legal guardian/custodian status (court order must be attached)	Legal guardian <input type="checkbox"/> Custodian <input type="checkbox"/>		
Applicant history:			
Personal strengths (including interests, hobbies, preferences):			
Does applicant have criminal/juvenile court record?	Yes <input type="checkbox"/> No <input type="checkbox"/> Details:		
Education:			
Current employment:	Employer	Type of work	Dates
Past employment:	Employer	Type of work	Dates
Other social service agencies (for example, home care, crisis services, medical services, child welfare):	Agency	Contact person	Phone
Financial information:	Source	Balance	Debit
Health insurance	Coverage	Provider	Policy number

## Termination from the person's perspective

The person may have mixed emotions about terminating or exiting a service. Work with the person to acknowledge their negative feelings and capitalise on their positive emotions about terminating a service. Validating and normalising the person's fears and their anger towards the process is helpful. You can also help the person reflect on the progress they have made, and emphasise their independence.

Consider what you imagine a person may think or feel about terminating a service, and think of steps to minimise their negative emotions.

Feelings a person may experience include:

- ▶ fear about the future
- ▶ anger towards you or the service
- ▶ a sense of freedom
- ▶ curiosity about the unknown.

### Example

#### Follow organisational processes to transition or exit a person from the service

Donna's baby is two. She has ongoing support for her depression, and is on medication for schizophrenia and depression. Her child is in day care three days a week. Donna is attending TAFE, studying Community Services. She has found permanent housing, which is covered by her pension.

Donna and Angela, her case manager, discuss the possibility of Donna exiting the service. Donna says she feels secure in her accommodation and is happy with her life. She feels that things are under control. She agrees that she doesn't require ongoing support.

They decide that Donna needs to continue seeing her psychologist monthly, and should book more frequent appointments if in a crisis. They discuss the possibility of Donna attending the local gym to help lose weight and hopefully meet some other mums. Angela helps Donna locate the number for the gym, and find out when classes are scheduled.

Donna expresses to Angela that although she is happy she has made progress, she does worry about not having ongoing support. Angela tells Donna that her feelings are perfectly natural, and assures her that services will be available for her to access whenever she needs them. Angela reminds Donna that she will still be visiting the psychologist regularly, and Angela herself will be doing follow-ups every month for the first three months.

Angela fills out an exit form, advises Donna's services about the transition, writes a formal letter to Donna and keeps a copy of the form in the organisation's file.

