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## Topic 1

In this topic you will learn how to:

- 1A Collaborate when developing responses to meet the person's aspirations, needs, rights and preferences**
- 1B Ensure support information is accurately recorded, maintained and applied to future support activities and responses**
- 1C Develop responses that cater to individual differences, rights, needs and preferences**
- 1D Communicate needs of a person to appropriate people**
- 1E Make appropriate resources available**
- 1F Seek services from other workers or agencies as required**
- 1G Maintain documentation and communicate in accordance with organisation procedures**

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

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

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

## Empowerment

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

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

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

### Reflect on your practice

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

### Empathise

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

### Find a mentor

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

## Principles of empowerment

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

- ▶ promoting independence and decision-making
- ▶ ensuring access to information
- ▶ ensuring that the person can communicate in a way that reflects their communication and cultural needs
- ▶ respect for diversity, difference and an individual's choices, preferences and goals
- ▶ being flexible and responsive to each individual's needs and goals
- ▶ supporting each person to realise their full potential as valued members of the community.



## Strengths-based approach

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

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

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



### Strengths-based approach

- ▶ Recognises and celebrates achievements, choices, capabilities and what is present
- ▶ Acknowledges challenges, but does not define someone by them
- ▶ Sees the person as an individual and supports what works for them
- ▶ Supports empowerment and collaboration
- ▶ Adapts responses and practices to support the person's changing needs and goals
- ▶ Supports the person's human rights



### 'Problem'-based approach

- ▶ Concentrates on rigid definitions of 'normalcy', does not encourage individual choices and focuses on what is absent
- ▶ Defines the person by their challenges and as part of a category
- ▶ Supports rigid processes, disempowers people and supports top-down service provision
- ▶ Does not offer flexibility in providing individualised services
- ▶ Does not support the person's human rights

## Access and equity

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

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

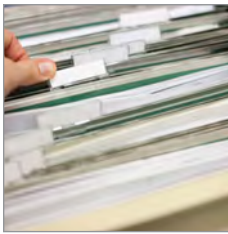


# 1B Ensure support information is accurately recorded, maintained and applied to future support activities and responses

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

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

## A basic process to manage support information correctly



### Know your workplace

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



### Ask questions

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



### Check and re-check

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



### Take responsibility

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

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

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

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

Checklist for individualised responses:

- ▶ Have I asked the person about their needs, goals, preferences and aspirations?
- ▶ Do I have all the knowledge that I need about the range of supports available?
- ▶ Do I provide the person with informed, relevant choices and options?
- ▶ Do I encourage feedback, suggestions and support from others?
- ▶ Have I recently checked to see if the person's needs, goals, preferences and aspirations have changed?
- ▶ Do I regularly review each individual's supports to ensure that they are fulfilling their needs?
- ▶ Are each person's rights being upheld?
- ▶ How can I improve my skills, knowledge and expertise to better support each person?

## Example

### Individualised responses

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

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



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

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

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

## Example

**Communicate sensitively**

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

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

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

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

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

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

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

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

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

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



# 1F Seek services from other workers or agencies as required

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

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

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

## Tips for maintaining good professional relationships

### Know what is available

Research what services are available in your locality, your state/territory and nationwide. Your colleagues are great information sources.

### Make connections

Join forums, sign up for newsletters and network, wherever possible. Personal connections by phone or email can speed up referral processes.

### Stay informed and in touch

Regularly check your contacts to ensure that they are up-to-date and research new services and resources.

### Document and follow procedures

Follow your workplace's referral procedures and document your actions. If you find a particularly helpful contact or resource, let your colleagues know.

### Help others

Be willing to help others, as good relationships are based on mutual assistance and goodwill.

## Use services, agencies and networks

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

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



# 1G Maintain documentation and communicate in accordance with organisation procedures

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

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

## Individual plans

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

## Forms and templates

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

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

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

## Policies and procedures

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

## Summary

1. The person with support needs is the expert in their own lives. Their individual aspirations, needs, goals and preferences must be at the centre of all our service responses. By working with people collaboratively, we empower them by focusing on their strengths, upholding their rights and ensuring access and equity for all.
2. Good practices in information management are vital in all work activities. People's needs, goals, preferences and aspirations change over time, and we need to ensure that our responses inquire into, record and act upon these changes in a timely manner.
3. Supports are only effective if they actually meet individual needs and reflect the person's choices and preferences. By developing individualised responses, we uphold the person's rights and demonstrate our respect, as well as avoiding wastage of resources and inefficiencies.
4. At times, we need to communicate a person's needs to other people. When doing so, we always need to keep privacy and confidentiality in mind and ensure that we communicate effectively to appropriate people.
5. A large part of our role is ensuring that people receive the supports and resources that they need, and reflect their individual goals and requirements. To do so, we need to reflect on each person's case individually.
6. At times, we will need to access external services and agencies to ensure that an individual's support needs are met, or we may need to refer them on. Part of our own professional development involves forming and maintaining good relationships with external providers and contributing to our professional networks.
7. We always need to uphold the highest standards and follow best practice in maintaining all workplace documentation, according to our individual organisation's set procedures. Not only does this uphold people's rights; it also ensures effective service delivery. We need to learn to communicate effectively and contribute our feedback to improve our organisation's policies and procedures and our own work practices.

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

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

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



### Review and measure effectiveness

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

- ▶ A clear outcome: What is the desired outcome of the response?
- ▶ A time frame: What is a reasonable time frame in which to achieve this outcome?
- ▶ A form of measurement: How can you measure if the outcome has been achieved, or if progress is occurring?
- ▶ A reviewing procedure: When, where, how and by whom is the service response reviewed?



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

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

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

- ▶ [www.nds.org.au/asset/view\\_document/979321224](http://www.nds.org.au/asset/view_document/979321224)

## Example

**Consult with the person**

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

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



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

'I like it here', Claire says.

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

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

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

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

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

'Is Marco your friend?' Marianne asks.

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

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

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

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

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

'More swimming!'

<b>South Australia</b>	<ul style="list-style-type: none"> <li>▶ <a href="http://www.sa.gov.au/directories/community">www.sa.gov.au/directories/community</a></li> <li>▶ <a href="http://sacommunity.org">http://sacommunity.org</a></li> </ul>
<b>Tasmania</b>	<ul style="list-style-type: none"> <li>▶ <a href="http://www.dhhs.tas.gov.au">www.dhhs.tas.gov.au</a></li> <li>▶ <a href="http://www.service.tas.gov.au/GovOrgs">www.service.tas.gov.au/GovOrgs</a></li> </ul>
<b>Victoria</b>	<ul style="list-style-type: none"> <li>▶ <a href="http://www.vic.gov.au/health-community/community-services-programs/community-directories.html">www.vic.gov.au/health-community/community-services-programs/community-directories.html</a></li> <li>▶ <a href="http://www.serviceseeker.com.au">www.serviceseeker.com.au</a></li> </ul>
<b>Western Australia</b>	<ul style="list-style-type: none"> <li>▶ <a href="http://www.communities.wa.gov.au">www.communities.wa.gov.au</a></li> <li>▶ <a href="http://www.dss.gov.au/our-responsibilities/communities-and-vulnerable-people">www.dss.gov.au/our-responsibilities/communities-and-vulnerable-people</a></li> </ul>

## Make changes

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

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

Before making a change, ask yourself the following:

- ▶ Have I identified what didn't work?
- ▶ Have I researched several alternative options?
- ▶ Have I consulted with the correct people and utilised all their feedback?
- ▶ Have I collaborated with the person and respected their choices?
- ▶ Am I following my workplace's policies and procedures?
- ▶ Am I documenting all my actions appropriately?
- ▶ Have I built in new measurements, outcomes and time frames for review?
- ▶ Am I instituting this change in an appropriate time frame?



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

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



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

### Find ways to empower a person

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

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

#### Transition to work

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

#### Supported employment

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

#### Financial services

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

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

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



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

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

### Legal and ethical responsibilities

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

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

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

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

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

► [www.acwa.org.au/course-accreditation/codeofethics.pdf](http://www.acwa.org.au/course-accreditation/codeofethics.pdf)

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

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

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

- ▶ [www.csisa.org.au/PDF%20Files/Policies/Support%20Worker%20Duty%20of%20Care%20Policy.pdf](http://www.csisa.org.au/PDF%20Files/Policies/Support%20Worker%20Duty%20of%20Care%20Policy.pdf)

## Human rights

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



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

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

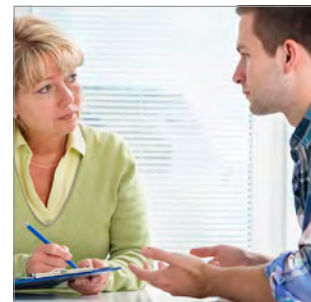
- ▶ [www.humanrights.gov.au/our-work/disability-rights/international/united-nations-convention-rights-persons-disabilities](http://www.humanrights.gov.au/our-work/disability-rights/international/united-nations-convention-rights-persons-disabilities)

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

- ▶ [www.hpod.org/pdf/we-have-human-rights.pdf](http://www.hpod.org/pdf/we-have-human-rights.pdf)

## Mandatory reporting

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



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

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- 5

**Notification of the collection of personal information**

Outlines when and in what circumstances an organisation that collects personal information must notify an individual of certain matters.

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  - 6

**Use or disclosure of personal information**

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

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**Direct marketing**

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

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  - 8

**Cross-border disclosure of personal information**

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

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  - 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.

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  - 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.

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**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.

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  - 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.

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  - 13

**Correction of personal information**

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

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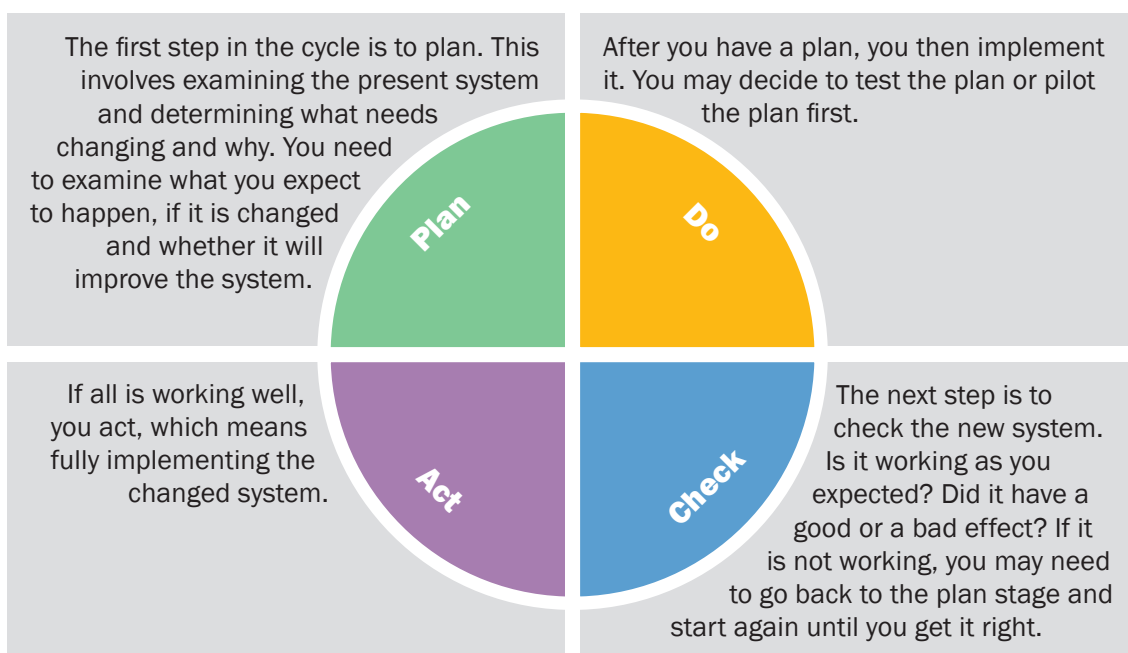
## Apply a code of practice

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

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

Region	Health and safety legislation	WHS regulator
Commonwealth	<i>Work Health and Safety Act 2011</i> (Cth)	<b>Comcare</b> ▶ <a href="http://www.comcare.gov.au">www.comcare.gov.au</a>
Australian Capital Territory	<i>Work Health and Safety Act 2011</i> (Cth)	<b>WorkSafe ACT</b> ▶ <a href="http://www.worksafe.act.gov.au">www.worksafe.act.gov.au</a>
New South Wales	<i>Work Health and Safety Act 2011</i> (Cth)	<b>WorkCover NSW</b> ▶ <a href="http://www.workcover.nsw.gov.au">www.workcover.nsw.gov.au</a>
Northern Territory	<i>Work Health and Safety Act 2011</i> (Cth)	<b>NT WorkSafe</b> ▶ <a href="http://www.worksafe.nt.gov.au">www.worksafe.nt.gov.au</a>
Queensland	<i>Work Health and Safety Act 2011</i> (Cth)	<b>WorkCover Queensland</b> ▶ <a href="http://www.worksafe.qld.gov.au">www.worksafe.qld.gov.au</a>
South Australia	<i>Work Health and Safety Act 2012</i>	<b>SafeWork SA</b> ▶ <a href="http://www.safework.sa.gov.au">www.safework.sa.gov.au</a>
Tasmania	<i>Work Health and Safety Act 2012</i>	<b>WorkSafe Tasmania</b> ▶ <a href="http://www.worksafe.tas.gov.au">www.worksafe.tas.gov.au</a>
Victoria	<i>Occupational Health and Safety Act 2004</i> (Vic)	<b>WorkSafe Victoria</b> ▶ <a href="http://www.worksafe.vic.gov.au">www.worksafe.vic.gov.au</a>
Western Australia	<i>Occupational Safety and Health Act 1984</i> (WA)	<b>WorkSafe WA</b> ▶ <a href="http://www.worksafe.wa.gov.au">www.worksafe.wa.gov.au</a>





## Example

### Quality improvements

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

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

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

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

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



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

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

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



## Best practice service delivery

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

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

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

### Disability Service Standards



#### Standard 1: Rights

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



#### Standard 2: Participation and inclusion

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