ASSESSMENT GUIDE

CHCCCS004 Assess Coexisting Needs

TAFE VICTORIA

1300 244 746 chisholm.edu.au

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ASSESSMENT REQUIREMENTS

Please read all assessment instructions to ensure you fully understand the requirements outlined in each task.

To achieve competence in the unit/s a learner must meet requirements for all assessment tasks listed before a result of competency can be awarded. Where competency is not achieved your assessor will provide feedback and request further evidence as needed.

If this course is undertaken at a Diploma level or above, you must first be assessed as competent in the required unit/s. Only once you have achieved competence can the assessor award you a grade or mark against the entire unit/s.

It is important that you clearly understand all the requirements of assessment. If you have difficulty with the assessment terms or the steps to follow, please speak to your Assessor/Instructor prior to commencing the task/s. Your Assessor will provide additional information to ensure all aspects of the tasks are clear.

RE-ASSESSMENT

If you do not achieve the required standard to achieve competence, you will be given the opportunity to be re-assessed by the assessor and the requirement for additional evidence will be outlined. Arrangements will be made on an individual basis to ensure the process is valid, fair, and reliable.

ASSESSMENT APPEALS

A student who is dissatisfied with the outcome of his/her assessment should first discuss their concerns with the teacher/assessor and/or program coordinator in the associated business area. If the issue is not resolved, the student may appeal the decision(s) by following the Complaints and Appeals process as outlined in the Chisholm Student Guide.

ASSESSMENT METHODS

You will be required to undertake a range of assessment tasks to establish competence for the unit/s you are undertaking. It is important to understand the types of assessment you **may** be required to complete as part of the evidence gathering process.

Please see below the range of assessment methods that are used at Chisholm to ensure competency is appropriately measured and valid, reliable, and fair assessment judgements are made.

The assessor will provide all required information about the assessment process and conditions prior to the assessment taking place.

1. Report
2. Project
3. Project

Please note, where additional questioning has taken place to determine competency and understanding this must be recorded as evidence to support the assessment judgement.

ASSESSMENTS

The following assessments will be used to collect evidence of the knowledge and skills you have gained from your Learning Program. You will be required to demonstrate your ability to perform to the standard required in the workplace, as specified within the identified unit/s of competency.

The table below indicates the methods of assessment that will be used to establish competence for this unit/s and the expected timeline.

Assessment Tasks	Week
Task 1 – Report – Co-existing Needs Report #1 - Marion	As per LAG
Task 2 – Project– Co-existing Needs - Jim	As per LAG
Task 3 – Project – Co-existing Needs - Aarash	As per LAG

1. REPORT

STUDENT INSTRUCTIONS

You are required to write a report as outlined in the assessment instruction and criteria. It is important to ensure you read all aspects of the assessment topics and discuss any areas that require clarification with your assessor.

Where there is a word limit it is important to be aware of this parameter although regardless of the word count all criteria must be covered to the required standard. You will need to refer to the below case study.

Report Preparation
Read the below referral information which is to be used to apply a strengths-based approach whilst conducting client assessment, analyse information about co-existing issues and to make evidence-based judgements about the client's needs.

The intake information will be workshopped in small groups of 4-5 students with the opportunity to identify, analyse and think critically about the range of issues that exist for the client/consumer.

In the small groups you will then hold a meeting to discuss, utilise assessment tools, research and identify appropriate referral and support options to address the issues presented within the case scenario that will assist your client/consumer.

You will then conduct an assessment interview with one student undertaking the role of the client and the other student in the role of the worker. The student being assessed will apply a strengths-based approach, completing the strengths-based assessment tool on behalf of the client. This assessment tool is to be submitted as evidence of your ability to complete the strengths-based assessment tool.

Note: Report preparation is not observed, but is required to support the completion of this task

Client presentation information
Client: Marion **Reside**s: No fixed address **DOB/Age:** 44-year-old
Cultural Identity: Australian
AOD: Has a history of alcohol and drug usage and has spent time in jail for theft and drug related issues
Mental Health: Possible trauma due to her experiences with family violence perpetrated by her father and mother. Her older brother and two younger sisters also experienced family violence.
Family and support network: Her father is deceased and the whereabouts of her mother are unknown. She does have siblings but rarely communicates with them. They still live in the Shepparton area. Marion has two children however she is estranged from them
Housing: Marion migrated from the Northern Territory for work when she was a child and grew up near Shepparton. She is currently homeless as her relationship with her new partner broke down. As a result of her couch surfing options disappearing Marion is currently living in her car which was broken into the other day. Her sleeping bag and blankets were stolen and due to the cold weather has accessed your service.

Income: Marion has no current employment and will do cash jobs when she can find them. She currently has no money. Marion has never had long term employment.

Education/Employment: Marion did not complete school as she left home when she was 15. She has not completed any further study and struggles with literacy.

Physical Health: Marion is pale and has a bad cough

Care Network: Marion is not engaged with any other services

Current Risks/Triggers/Goals: Marion presents to your service looking for assistance. She is uncertain of what she can do and alternates between hostility, agitation and tearfulness during the interview.

Assessment 1 – Report – Co-existing Needs Report #1 - Marion			
UNIT/S OF COMPETENCY – Code	CHCCCS004	**Title**	Assess Coexisting Needs
Student Name		**Student Number**	
Student Signature		**Assessment Date**	

Assessment instructions:

You will read the above intake information about Marion and her situation.

You are required to develop a report addressing the assessment criteria below. If the scenario does not contain the information, you require you can use your own initiative to fill in the information to complete the task. You may use information also that is obtained through the interview assessment and meeting processes; however your answers should be written in your own words.

Students are not assessed for the collaboration with the client/consumer, however will demonstrate their interactions and outcomes in the report.

The report will focus on preparing for assessment and analysing the person's co existing needs using a collaborative approach.

The student must present evidence they have used analytical and critical thinking skills in this assessment and demonstrate evidence of the following criteria:

- applying a strengths-based approach to assessment
- analysing information about co-existing issues
- making evidence-based judgements about the person's needs

The report will need to cover the assessment criteria as outlined below:

You will be guided in your legal and ethical practices by accessing policies and procedures using the link below from Community Door:

- List of possible organisational policy and procedures but not limited to:
- Workplace health and safety
- Culturally appropriate support
- Duty of care and Dignity of Risk
- Incidents
- Professional Boundaries
- Client's Rights and Responsibilities
- Code of conduct
- Incidents

You can access policies and procedures at the Community Door website:
https://communitydoor.org.au/resources/administration/policies-procedures-templates

The documents you submit for this task include the following:

- Assessment Report
- Strengths Assessment Tool from: optional-module-9---strengths---pdf.pdf (health.vic.gov.au)
  Website: www.health.vic.gov.au

The completed assessment should be uploaded to Moodle. Please ensure all the below assessment criteria are covered.

Within the report, the student is required to satisfactorily address the key criteria and cover the required information.

Report Criteria	Assessment Criteria	MR	FER
R1 Planning the assessment	R1.1 Research an evidence-based assessment tool you feel: • Appropriate to use for Marion's situation according to policy and procedure. • Explain why you feel this tool is appropriate for Marion's situation		
	R1.2 Explain how you could gather information about Marion before she arrives for the meeting. How can you ensure this information is valid and reliable?		
	R1.3 Research one (1) specialist and one (1) other source of information you could seek additional help from, to understand the range of issues that are affecting Marion. Describe how each could help you understand the client's issues. The range of issues include: • Alcohol and other drugs • Employment • Imprisonment • Homelessness		
	R1.4 Describe the environment that you would need to organise to conduct a consultation with Marion		
R2 Analyse and refer	R2.1 Explain what information you would provide to Marion about: • the interview process • her individual plan		

	• how you would gain her consent.		
	R2.2 Provide an example of when you would need to seek assistance from a colleague or expert regarding the family violence Marion has suffered. Explain why this particular colleague or expert is appropriate to assist in this instance.		
	R2.3 As an interviewer, what approach could you take to empower Marion to identify and prioritise her own needs?		
	R2.4 Based on the full range of information you have on Marion, provide an example of each of the below: • Needs of Marion's you have identified • Complex, multiple and interrelated issues • Issues of urgency • Any potential risks for service delivery		
	R2.5 From a strength-based perspective, research services you could refer Marion to, based on the information given in the case study in regard to: • Community support • Education and training • Financial support • Poverty • Mental Health		
	R2.6 Submission of strengths assessment tool (*www.health.vic.au* AOD Comprehensive Assessment, Module 9) Ensure the assessment tool is correctly completed including the name of the worker, date, signature and the worker's position.		

Assessor Feedback			
Assessors note: Please ensure all above criteria have been met to a satisfactory standard. Where not, additional evidence must be obtained and recorded to meet assessment criteria. All additional evidence must be clearly documented.			
Assessor Name			
Assessor Signature		**Date**	
Assessment Task Result (Please tick appropriate Assessment Result)		**MR** ☐ **FER** ☐	

Marking Scheme	**Competency based** ☒

2. PROJECT – Observation & Questions – Jim

STUDENT INSTRUCTIONS

This project requires you to complete two (2) parts:

Part 1: Observation

You will be observed completing a role play based on the intake information for Jim, in which you will play the part of the worker assessing the client. You will need to apply the K-10 assessment tool (see link below) to determine supports or actions that are appropriate for the client in the case study and demonstrate your skills as per the 6 assessment criteria required for this observation role play.

K-10 assessment tool: [k10.pdf (blackdoginstitute.org.au)]
Website: www.blackdog.org.au

Part 2: Questions

You are required to respond to 9 questions relating to the client, Jim. These questions need to be completed after your role play and are related to evaluating and reporting as per organisational requirements.

<u>Client presentation information</u> **Client:** Jim **Resides: Frankston** **DOB:** 57-year-old **Cultural Identity:** Australian **AOD:** Drinking has increase after Jim's wife passed away. He is currently drinking four standard beers a night. **Mental Health:** Jim has withdrawn from all social interactions, is suffering from depression and has regular thoughts of suicide. **Family and support network:** Jim's wife recently passed away due to cancer. Jim has family close by, a daughter who is married with two kids and a son who is engaged to be married. They are both worried about their dad's outbursts of aggression and his ability to look after himself. **Housing:** Jim lives in his own house **Income:** Centrelink **Education/Employment:** Jim has recently lost his job due to health complications **Physical Health:** Jim suffered a quite serious stroke recently which has left him with problems of coordination, and slight paralysis down his left side. Eating and drinking can also be difficult when Jim is tired and fatigued. Jim however is very independent and sceptical of letting anyone help him. **Care Network:** Jim is not currently involved with any other services **Current Risks/Triggers/Goals:** Lately Jim has been feeling quite aggressive – having outbursts at neighbours, shopping keepers and family and anyone else he encounters.

Jim’s family have reached out and asked that he get help dealing with his mental health. Jim has reluctantly agreed but is angry about receiving “handouts” from anyone.

Assessment 2 – **Project – Co-existing Needs - Jim**			
UNIT/S OF COMPETENCY – Code	CHCCCS004	**Title**	Assess Coexisting Needs
Student Name		**Student Number**	
Student Signature		**Assessment Date**	

Assessment Instruction:

You will read the above intake information about Jim and his situation.

You will then complete a report addressing the assessment criteria below. If the scenario does not contain the information, you require you can use your own initiative to fill in the information to complete the task. You may use information also that is obtained through the interview assessment and meeting processes.

- The observation will be based in three (3) parts
  - Evaluating and referral
  - Reporting
  - Feedback and evaluation

You must present evidence they have used analytical and critical thinking skills in this assessment and demonstrate evidence of the following criteria:

- applying a strengths-based approach to assessment
- analysing information about co-existing issues
- making evidence-based judgements about the person’s needs

You will be guided in your legal and ethical practices by accessing the Community Door website (below).

- List of possible organisational policy and procedures but not limited to:
- Workplace health and safety
- Culturally appropriate support
- Duty of care and Dignity of Risk
- Incidents
- Professional Boundaries
- Client’s Rights and Responsibilities
- Code of conduct
- Incidents

Policies and procedures can be accessed at: https://communitydoor.org.au/resources/administration/policies-procedures-templates
Website: www.communitydoor.org.au

The documents you submit for this task include the following:

- Assessment Report - 9 Questions

- K-10 assessment tool, K-10 assessment tool: k10.pdf (blackdoginstitute.org.au)
  Website: www.blackdog.org.au

The completed assessment must be uploaded to Moodle on the due date and all the below assessment criteria must be addressed. You must cover the below assessment criteria in order to achieve a competent result.

Within the referral letter the student is required to satisfactorily address the key criteria and cover the required information.

Project criteria	Assessment Criteria	MR	FER
	OBSERVATION		
O3 Evaluating and referral	O3.1 Explain your roles and responsibilities as a worker and the individual plan for Jim including: • Privacy, confidentiality and disclosure • Duty of care • Obtain consent		
	O3.2 From a strengths-based perspective, identify services that: • You will refer Jim to that may be able to help his mental health and to gain financial support. • Assist Jim to identify services that he will take upon himself to seek out to help with his situation		
	O3.3 Advise and explain one service you as a case worker at Chisholm Support services can provide to assist Jim that best fit his housing needs.		
	O3.4 Make a referral of a service network to help and assist Jim regarding his health in general.		
	O3.5 Once you have provided Jim with all the above information regarding recommended services, support Jim to identify activities that support social inclusion		
	Questions ** Please note you will respond to the below questions in Appendix 1 – Report template**		
PR4 Reporting	PR4.1 According to organisational procedures, document the outcome of the assessment process in dot form (see appendix)		
	PR4.2 What is the most appropriate setting for the assessment given the information you have been given about Jim?		
	PR4.3 Do you believe the K-10 is a relevant evidence-based assessment tool to apply to Jim and why?		
	PR4.4 Identify one mental health issue Jim may be experiencing. Explain how and why physical health and mental health interrelate.		

	PR4.5 Advise in your report how you will maintain and store your client's information, and share with other services, according to confidentiality requirements		
PR5 Feedback and evaluation	PR5.1 What method did you use to seek feedback from your client and other services about the assessment process?		
	PR5.2 Moving forward, what method will you use to monitor the outcomes of the process regarding how successfully they are meeting the client's needs?		
	PR5.3 Explain how consistently seeking feedback from the below can help you improve your ability to conduct assessment process: • the client • your supervisor • and other service providers • Your own self-evaluation		
	PR5.4 Summarise how you managed the range of behaviours of concern		
	PR5.5 Submission of the K-10 assessment tool (k10.pdf (blackdoginstitute.org.au))		
	PR5.6 Submission of completed case plan Appendix # 2		

Assessor Feedback			
Assessors note: Please ensure all above criteria have been met to a satisfactory standard. Where not, additional evidence must be obtained and recorded to meet assessment criteria. All additional evidence must be clearly documented.			
Assessor Name			
Assessor Signature		**Date**	
Assessment Task Result (Please tick appropriate Assessment Result)		**MR** ☐	**FER** ☐
Marking Scheme	**Competency based** ☒		

3. PROJECT – including preparation and review – Aarash

STUDENT INSTRUCTIONS

You will be observed by your assessor in the workplace or dedicated simulated environment performing a task to the required standard as outlined in the appropriate unit of competency. This may involve the use of a role play or case study to establish the context for assessment and this specific information will be provided by your assessor prior to the assessment taking place.

It is important to ensure you read and understand all observable criteria for the associated demonstration including role plays or scenarios for which you will be observed. If any point is unclear, please seek clarification from your Assessor. Please ensure you are familiar with the key criteria your assessor will be looking for during the assessment process.

Read the below referral information that has been sent from Mary Smith at the Primary school and conduct an assessment with Aarash regarding Marys concerns. You will also need to explore any other presenting issues and assist Aarash to address his needs.

Please refer to Moodle under the assessment tab for a copy of the documents that you need for your assessment:

REFERRAL Information

Client: Aarash
Resides: Dandenong
DOB: 37-year-old
Cultural Identity: Pakistan (however he is an Australian Citizen)
AOD: None
Family and support network: No family and limited social support
Housing: The family move frequently due to rental increases that Aarash cannot afford to pay
Income: Disability support pension
Education/Employment: Not known
Mental Health: Not known
Physical Health: Aarash and Hamdiya are both diabetic. Aarash presents appearing physically feels tired and appears to lack confidence, it is noted he has severe complications due to diabetes and has lost the sensation in several limbs.
Care Network: Not engaged with any services however has the support of Mary Smith
Current Risks/Triggers/Goals:
Mary Smith is the welfare officer at the local primary school. Bahnam, aged 7, is a student at the school. He has a sister Hamdiya, aged 4. Their father, Aarash cares full time for both children and is not currently employed. Mary has referred Aarash to your service because she is concerned that Bahman is being neglected. The reasons she has given for her concerns are that "Bahman is very slow to learn, has few friends, shows behaviours of concern like sudden anger outbursts and often looks unkempt".
Aarash has acknowledged that he is aware that Bahman is not doing well at school and that he has missed a lot of school.
Hamdiya is also diabetic. She spends a lot of time at home with her father and has little contact with children of her own age. He would like her to attend Pre School but believes it is too expensive. He buys her the right kind of food, sometimes going without himself to pay for it.
Aarash acknowledged that the children's clothes are not well laundered but explained that he hand washes. The washing machine is broken, and he cannot afford an iron.

I have observed that the children are relaxed around their father and that there is evidence of strong bond in appropriate levels of mutual affection and respectful communication.

Assessment 3 – Project – Co-existing Needs - Aarash			
UNIT/S OF COMPETENCY – Code	CHCCCS004	**Title**	Assess Coexisting Needs
Student Name		**Student Number**	
Student Signature		**Assessment Date**	
Assessment Location	Classroom	**Assessment Time/ Duration**	20 minutes

Description of the assessment task:

You are working as a case worker for Chisholm Family Services. You will be interviewing Aarash (read the above referral information) who is seeking support from your service for the first time. Aarash has several complex, co-existing needs. These are related, but not limited to Aarash's family issues, his children's issues and financial issues.

You will paired up with one (1) other student who will play the role of Aarash and you will play the role of the worker. You will then swap roles. Each meeting should take approximately 20 minutes. You will need to prepare for your meeting with Aarash and write a report on the preparation. You will be observed conducting your meeting. You will then be required to write a report on the evaluation of the interview and gathering of feedback.

Your assessment will be covered in **three (3) parts**

- **Preparation** for the assessment process
- Prepare for your meeting with Aarash
- **Observation** of the interview and addressing the needs:
- Conduct an interview with Aarash which should last approximately 20 minutes
- Make evidence-based judgements on the persons needs using the Biopsychosocial assessment tool (see Appendix)
- make referrals based on the needs of the client by applying a strengths-based approach

Write a report covering assessment criteria as outlined below:

- **Evaluate,** report and seek feedback
- Analyse information about co-existing issues
- Discuss reporting methods in consideration with privacy, confidentiality and disclosure
- Complete a report on your evaluation, reporting methods and feedback

You will be guided in your legal and ethical practices by accessing policies and procedures using the website www.communitydoor.org.au:

- List of possible organisational policy and procedures but not limited to:
- Workplace health and safety
- Culturally appropriate support
- Duty of care and Dignity of Risk
- Incidents
- Professional Boundaries
- Client's Rights and Responsibilities
- Code of conduct
- Incidents

Policies and Procedures can be accessed at: https://communitydoor.org.au/resources/administration/policies-procedures-templates
Website: www.communitydoor.org.au

The documents you submit for this task include the following:

- Prepare for the assessment process
- Evaluation Report
- Biopsychosocial Assessment Tool (Appendix 1)

Students should upload to Moodle the prepare for assessment report, Biopsychosocial Assessment Tool (Appendix 1) and evaluation report, as advised by assessor. It is important all assessment criteria is covered which is outlined below.

During the activity, the student is required to satisfactorily demonstrate required skills though completion of the observable task/s.

Project Criteria: **NOTE PR1 criteria relates to the project task (written responses)**	**Assessment Criteria**	**MR**	**FER**
PR1. Preparation for the assessment process	PR1.1 Identify which assessment tool you believe to be the most appropriate for the client's situation and why this tool is the most appropriate		
	PR1.2 List a method you could use to obtain information about the client		
	PR1.3 Provide an example of one (1) specialist and one (1) source you may seek additional information from to discuss the range of interrelated issues that are affecting the client		
	PR1.4 Discuss the practical aspects of assessment you have organised for the consultation with the client		
	The O2 criteria relates to the Observation of Role Play 2 – Aarash *****Please note this criteria should be completed during the observation*****		
O2. The interview and addressing the needs OBSERVATION	O2.1 The student must explain the following to the client: • An explanation of your role • Your duty of care • An understanding of the client's role and expectations of the assessment process • Obtain their consent		
	O2.2 Student provides the client with: • One (1) example of how they can help them within their role • How and why, you have sought information from one other expert, explaining their role, in order to determine the best fit for the client		
	O2.3 Student encourage the client to discuss their needs and how they would prioritise them		

	O2.4 Student made an evidence-based judgement of the clients needs based on all information and identified and discussed complex, multiple and interrelated needs with the client		
	O2.5 Using a strength-based perspective, refer the client to services that could support them with their presenting issues		
	O2.6 Provide the client with a support service you are referring them to regarding the children's age and learning disability		
	O2.7 Provide the client with the tools and encouragement to access the services on their own behalf		
	Note: The PR3 criteria relates to the written questions, the completion of the biopsychosocial assessment tool and the case plan.		
PR3. Evaluate, report and seek feedback	PR3.1 Explain what issue the client is experiencing that you believe to be of the most urgent and why you believe this. Also explain why the client is eligible.		
	PR3.2 Discuss any risks you believe the client may pose to service delivery		
	PR 3.3 Following organisational procedures and client confidentiality, record the outcome of the assessment process using the biopsychosocial assessment tool, Appendix #1		
	PR 3.4 Discuss how the client's information will be stored and shared to other services in accordance with consent and confidentiality requirements		
	PR 3.5 What method did you use to seek feedback from the client and other networks		
	PR 3.6 How will you monitor how successfully you have met the client's needs?		
	PR 3.7 What process will you put in place to continuously seek feedback and reflect on your own performance? How will you use this information to make improvements?		
	PR 3.8 Should Child protection play a role in this case? What are your recommendations		
	PR 3.9 How could you overcome any religious and cultural barriers in this process with the client and his family		
	PR 3.10 Summarise the reasoning for: • Services that are age appropriate • Services that meet the needs of the disability of the consumer		
	PR 3.11 Submission of biopsychosocial assessment tool (Appendix #1)		
	PR 3.12 Submission of completed case plan Appendix #2		

<table>
<tr><td colspan="2">During the activity, did you ask the student any questions to ensure the assessment outcome was valid?</td><td colspan="2">If yes, please record your discussion notes below:
Yes ☐ No ☐</td></tr>
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<tr><td colspan="4">Assessor Feedback</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">Assessors note: Please ensure all above criteria have been met to a satisfactory standard. Where not, additional evidence must be obtained and recorded to meet assessment criteria. All additional evidence must be clearly documented.</td></tr>
<tr><td>Assessor Name</td><td colspan="3"></td></tr>
<tr><td>Assessor Signature</td><td></td><td>Date</td><td></td></tr>
<tr><td colspan="2">Assessment Task Result (Please tick appropriate Assessment Result)</td><td colspan="2">MR ☐ FER ☐</td></tr>
<tr><td>Marking Scheme</td><td colspan="3">Competency based ☐</td></tr>
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Appendix 1 – Biopsychosocial Assessment

Date:____________

Biopsychosocial Tool – Chisholm Community and Social Services

Client name: _______________________

Worker name: _______________________

1. **Referral: Who referred the client to Chisholm Community and Social Services?**
2. **Presenting Issues: What are the presenting issues according to the referral?**
3. **Information: What sources of information are available and how did you gather it?**
4. **Initial Impression: What is your initial impression of the client physically and psychologically?**
5. **Client's Description of Presenting Issues: What are the presenting issues according to the client?**
6. **Background of Client: Does the client identify with a particular cultural background?**
7. **Spirituality/Faith/Religion: Does the client subscribe to a faith/religion?** ****We ask this question so that we can provide the most appropriate services that you may need****
8. **Family: Does the client have a partner/spouse, dependent children or other dependent relatives? If so, please note them here.**
9. **Family and Social: What family and social supports are available to the client?**
10. **Mental Health: Has the client ever experienced mental health problems? Does the client currently engage in support with a mental health professional? Does the client feel this may be useful?**
11. **AOD: Does the client engage in risky levels of drinking or illicit drug use?**
12. **Does the client currently have stable accommodation?**

13. **Education: What is the highest level of education achieved by the client?**
14. **Employment: What is the current employment status of the client?**
15. **Medical History: What is the historic medical history of the client, and does the client have any current medical issues?**
16. **Does the client take ongoing medications and if so, do they experience any side effects?**

Client signature: ________________________ Date:
Worker signature: __________________________ Date:

Appendix # 2

CASS Case Plan Date: ___________

Name of Client: __________________

Name of Worker: ____________________

Issue	Goal	Short Term	Long Term	Referral	Review Date

Client Signature: _______________________ Date:

Worker Signature: ______________________ Date:

*****Note: This biopsychosocial assessment tool has been developed by Chisholm*****

*****Note: This case plan template has been developed by Chisholm*****

Appendix 3 – Policies and Procedures

PRIVACY STATEMENT

Policy The organisation is committed to a privacy statement that safeguards the privacy of client and, for organisations with an annual turnover of $3 million or more, complies with its obligations under the *Privacy Act 1998*.

Definition A privacy statement is a document that declares the intentions of the organisation in relation to client information and data, how personal information is stored, how clients can access this information and the purposes for which personal information is used and disclosed.

Procedure

The organisation's privacy statement should include sections on the following areas:

- data collection
- data storage
- data use
- data disclosure
- access by an individual.

Data collection
This area states why the organisation needs to collect personal information. For example, "The organisation collects your personal information to ensure we provide you with the most appropriate assistance. The information is collected in a fair, legal and transparent way. "

Data storage
This section needs to state how the organisation will store the personal information collected. For example, "Information collected by the organisation while you are accessing our services will be kept in a personal file. Files are stored in a secure location within the premises".

Data use
This area requires a statement about how the organisation will use the information collected. For example, "The organisation will only use the personal information collected for the purposes for which it was collected, or other purposes that are agreed to between the organisation and the client. Additional purposes may be required to comply with legislation. If this is the case, the organisation will communicate to the client that this has occurred."

Data disclosure
Data disclosure refers to making your information available to another party. For example, "The organisation undertakes to disclose your data only under the following circumstances:

- where required by law

- with your consent
- where permitted by law”.

Access by an individual
This area states how an individual can access their own personal information from the organisation. For example, ”The organisation provides you with access to your information. The organisation undertakes to ensure access is:

- convenient
- without reasonable delay
- without cost”.

To assist the organisation in this process, the organisation can access examples of privacy statements on this CD-ROM.

For further information, contact The Office of Privacy Commissioner on the toll free number 1300 363 992 or 1800 620 241 (for hearing impaired only, no voice calls).

You can also email the commission at privacy@privacy.gov.au or access the website address at http://www.privacy.gov.au

CODE OF CONDUCT

Policy Employees and Management Committee members adhere to the organisation's Code of Conduct which reflects the behaviour expected and is designed to encourage integrity and professionalism.

Definitions A **Code of Conduct** is a set of rules, regulations and guidelines which employees are expected to observe during their employment.

Procedure

Code of Conduct philosophy

The organisation prides itself on the professionalism and ability of its employees and Management Committee to meet community needs. The organisation strives to be a leading service provider and to provide a safe, healthy and happy workplace.

This Code of Conduct is designed to ensure that all employees, Management Committee and community members are treated in a manner that reflects the mission, culture and legal obligations of the organisation.

Compliance

- All employees and Management Committee members are expected to:
  - observe all policies, procedures, rules and regulations at all times
  - comply with all Federal, State and local laws and regulations
  - comply with all reasonable, lawful instructions and decisions related to their work
  - maintain a high degree of ethics, integrity, honesty and professionalism in dealing with community members and other employees
  - adhere to the *Workplace Health and Safety Policy and Procedure*
  - maintain the confidentiality of the organisation's operations in relation to service activities, confidential documentation and work practices during and after their employment
  - take reasonable steps to ensure their own health, safety and welfare in the workplace, as well as that of other employees and community members. Employees are expected to make themselves familiar with their workplace health and safety obligations.

Employee and Management Committee behaviour

- If an employee breaches the following guidelines, disciplinary action may be taken.
- If the breach of conduct is of a legal nature, it will be addressed in accordance with relevant Federal, State or local government laws.
- Employees and Management Committee members **should not**:
  - discriminate against another employee or community member on the basis of sex, age, race, religion, disability, pregnancy, marital status or sexual preference

- engage in fighting or disorderly conduct, or sexually harass other employees and community members
- steal, damage or destroy property belonging to the organisation, its employees or community members
- work intoxicated or under the influence of controlled or illegal substances
- bring controlled or illegal substances to the workplace
- smoke on the organisation's premises or in its motor vehicles
- accept benefits or gifts which give rise to a real or apparent conflict of interest.

Dress code

- Employees and Management Committee members **should**:
  - dress to comply with workplace health and safety regulations relevant to their work activities
  - dress suitably for their position, presenting a clean, neat and tidy appearance at all times
  - wear minimal jewellery

  wear a uniform (if supplied) and maintain its condition (clean and not torn)
  - consult with the Manager or Program Supervisor if unsure of the type of clothing appropriate to their position.
- Employees who deliberately breach this dress code may receive disciplinary action.

Privacy and confidentiality

- Securely store personal information provided by a client or employee.
- Take reasonable steps to ensure this material is kept secure against:
  - loss
  - unauthorised access
  - use
  - modification or disclosure
  - misuse.
- Use personal information only for the purposes for which it was collected. Do not disclose personal information to another party unless the individual is aware of, or has consented to, the disclosure.
- Keep information about all service provision confidential within the organisation. Do not disclose information associated either directly or indirectly, to the organisation to external parties unless authorised by the Manager or Program Supervisor.

Dealing with aggressive behaviour

- Employees are expected to provide high standards of service provision but the organisation does not accept any form of aggressive, threatening or abusive behaviour towards its employees by community members.
- If an employee is unable to calm the person and/or believes the situation places them or other employees in danger, they should notify the Manager or their Program Supervisor.

Use of computers, telephones, facsimiles

- ▪ Unauthorised access and use of confidential information can severely damage the reputation of the organisation and undermine personal privacy.
- ▪ Employees and Management Committee members **should**:
    - o use communication and information devices for officially approved purposes only
- use these communication and information devices for limited personal use, as long this use does not interfere with their daily duties
    - o not share their password/s with another employee or share another employee’s password/s.

Use of the Internet and email

- o Internet and email are provided to employees and Management Committee members for genuine work-related purposes.
- o Employees and Management Committee members **should**:
- limit personal use to a minimum. The organisation may monitor use and call upon employees to explain their use.
    - o comply with copyright regulations when using the Internet or email.
- o Employees and Management Committee members **should not**:
    - o divulge personal or confidential information via the Internet or email
- use the Internet to access websites or send emails of an explicit sexual nature or in any manner that breaches the *Equity, Anti-Discrimination and Workplace Harassment Policy and Procedure*.
- o While the privacy of all employees is respected, emails may be used as evidence if legal action is taken against an employee.
- o This information may also be used as evidence of a breach of the *Code of Conduct* or the *Equity, Anti-Discrimination and Workplace Harassment Policy and Procedure.*

Equity, Anti-Discrimination and Workplace Harassment

Policy The organisation is an equal opportunity employer and its employees are expected to conform to equity and anti-discrimination guidelines.

Definitions **Discrimination** occurs when someone is treated less favourably than another in similar circumstances because of a personal attribute that has no relevance to the situation.

Equity allows all employees to be treated fairly and without discrimination.

Sexual harassment is any form of unwanted, unwelcome or uninvited sexual behaviour that is offensive, humiliating or embarrassing.

Workplace harassment is repeated behaviour, other than behaviour amounting to sexual harassment, of one employee or group of employees that is unwelcome, unsolicited, and considered to be offensive, intimidating, humiliating or threatening by another employee.

Procedure

Equity and anti-discrimination philosophy

- The organisation strives to provide a positive working environment in which all employees are valued and encouraged to contribute.
- As an equal opportunity employer, the organisation is bound by all relevant State and Federal legislation in relation to equal employment opportunity (EEO). This legislation ensures that no employee will be discriminated against unfairly or unlawfully.
- Work practices and processes are continuously reviewed to ensure they comply with EEO requirements. These work practices include:
    - recruitment and selection
    - pay and benefits
    - training and development
    - promotion
    - discrimination and harassment
    - performance appraisals/reviews
    - grievance procedures
    - terminations.

Compliance

- Employees must neither be discriminated against nor discriminate, treat unfairly or unlawfully another employee or community member on the following grounds:
    - sex
    - race, colour, nationality or ethnic origin
    - religion
    - disability
    - age
    - pregnancy
    - marital or parental status
    - political belief or activity
    - trade union activity
    - lawful sexual activity
    - association with or relation to a person with any of the above attributes.

Harassment

- Employees should not be subject to, or engage in unlawful harassment or discrimination against another employee or community member in a manner which is unwanted, intimidating or offensive.
- Forms of harassment include:
    - sexual harassment
    - homosexual and transgender vilification
    - HIV/AIDS vilification
    - racial vilification.
- Sexual harassment includes:
    1. unwanted attention or touching
    2. sexual propositions
    3. leering or staring
    4. offensive language
    5. displaying nude images
    6. persistent requests for dates
    7. crude or offensive jokes.
- Harassment will not be tolerated and disciplinary action will be taken against those responsible.

Inclusive language

- When writing internal or external documents, ensure that non-sexist and non-racist language is used by:
  1. avoiding male-dominated terms (e.g. use ‘chair’ or ‘chairperson’ instead of ‘chairman’)
  2. eliminating the unnecessary use of the person’s gender (e.g. ‘female Manager’)
  3. avoiding the use of ‘he’ or ‘she’ (use ‘their’ instead of ‘his’ or ‘her’).

Breaches of EEO

- All breaches of EEO will be taken seriously.
- Complaints will be dealt with promptly and in accordance with relevant State and Federal legislation.
- All complaints will remain confidential.

Employees who feel that they are victims of discrimination or harassment:

1. Approach the Manager to discuss appropriate actions or options.
2. Lodge a formal complaint or grievance which will be dealt with by the Manager.

Appendix A – Workplace policies and procedures

- List of possible organisational policy and procedures but not limited to:
- Workplace health and safety
- Culturally appropriate support
- Duty of care and Dignity of Risk
- Incidents
- Professional Boundaries
- Client’s Rights and Responsibilities
- Code of conduct
- Incidents

Website: https://communitydoor.org.au/resources/administration/policies-procedures-templates

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