For person-centred care to be realised:

- People need to feel safe and supported in the settings where they live and work.
- Person-centred principles should underpin the values that describe what is important to an organisation and how people should approach their work.
- Organisations should have a systematic approach to knowledge and skill development that is inclusive of the experiences of staff, consumers and the people who care for them.
Valuing people involves being aware of and supporting personal perspectives, values, beliefs and preferences incorporating the variety of characteristics that make individuals unique, including race, ethnicity, gender, sexual orientation, age and physical abilities.

Autonomy involves the provision of choice and respect for choices made; recognition of when a person requires support in decision-making; and optimising a person’s control through sharing of power, decision-making and responsibility.

Life experience is the connection between a person’s past, their present-day experience, and their hopes for the future.

A commitment to developing collaborative relationships across the organisation, including between the service provider and those receiving services and their carers, and between all levels of staff. All parties work in partnership and understand the importance of community connections in designing and delivering services.

Person-centred principles underpin the organisational values that describe what is important to an organisation and how people should approach their work. Person-centred organisations have a systematic approach to knowledge and skill development that is inclusive of the experiences of staff, consumers and the people who care for them.
A commitment to valuing people involves being aware of and supporting personal perspectives, values, beliefs and preferences incorporating the variety of characteristics that make individuals unique, including race, ethnicity, gender, sexual orientation, age and physical abilities.

Elements

V1. Respecting values and beliefs

*Consumers’ and staff members’ personal values, beliefs and preferences are listened to, respected and used in the planning and delivery of support. All people are treated with consideration, and information and practice that is personal or sensitive in nature is free from intrusion and embarrassment.*

<table>
<thead>
<tr>
<th>Working with the consumer and their carers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen to and respect the values and beliefs of consumers and their carers.</td>
</tr>
<tr>
<td>• Promote relationships that are of equal value and mutual respect between staff and consumers and their carers.</td>
</tr>
<tr>
<td>• Maintain the dignity, including physical privacy (bodily privacy and personal space) as well as confidentiality and privacy of information of consumers and their carers.</td>
</tr>
<tr>
<td>• Recognise consumers emotional and spiritual as well as their physical needs.</td>
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<tr>
<td>• Ensure the language used to talk about people is respectful.</td>
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<table>
<thead>
<tr>
<th>Working with staff</th>
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</thead>
<tbody>
<tr>
<td>• Understand, acknowledge and consider the values, beliefs and expectations of staff.</td>
</tr>
<tr>
<td>• Promote dignity and respect in the working environment.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisational leadership, systems and culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and support the uniqueness of consumers and their carers through assessment, care planning and review processes.</td>
</tr>
<tr>
<td>• Allow adequate time within the scheduled visit for staff to spend time with the person, to get to know them and build rapport.</td>
</tr>
<tr>
<td>• Comply with relevant legislation in regard to the storage of and access to health information.</td>
</tr>
<tr>
<td>• Advise consumers about how personal information collected is used and shared.</td>
</tr>
<tr>
<td>• Comply with relevant legislation in regard to the storage of and access to staff personal information.</td>
</tr>
<tr>
<td>• Respond in a positive and respectful way to disclosure of personal information for consumers and staff.</td>
</tr>
<tr>
<td>• Recruitment should target workers who share the organisation vision, values and interests.</td>
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<thead>
<tr>
<th>Education, supervision and support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure staff:</td>
</tr>
<tr>
<td>• understand the importance of positive attitudes towards consumers</td>
</tr>
<tr>
<td>• know how people’s culture and background may inform their values, behaviour and beliefs</td>
</tr>
<tr>
<td>• understand the principle of ‘informed consent’ and the importance of respecting confidentiality</td>
</tr>
<tr>
<td>• appreciate individual cultural issues around communication.</td>
</tr>
</tbody>
</table>
### V2. Listening to each other

Listening to and supporting consumers to express their needs and wants and ensuring consumers feel able to complain without fear of retribution.

| Working with the consumer and their carers | • Support clear communication between staff, consumers and their carers.  
• Involve consumers and, where appropriate, their carers in goal identification and the development of flexible and tailored plans to achieve those goals.  
• Make available to consumers and their carers the complaints and grievance procedures.  
• Include consumers and their carers in service planning and organisational development.  
• Utilise professional interpreting and translating services to ensure accurate and appropriate communication between staff and care recipients. |
| Working with staff | • Use open and honest communication within teams and across the organisation.  
• Provide opportunities for staff to give feedback and express concerns about the working environment and service delivery.  
• Ensure systems allow sufficient time for sharing important information.  
• Encourage ideas and questions from staff and consumers and act upon them. |
| Organisational leadership, systems and culture | • Regularly review the satisfaction of consumers, carers and staff.  
• Include the views of consumers, carers and staff in quality improvement activities.  
• Act upon concerns and complaints in a timely manner and keep people informed about progress and outcomes.  
• Involve carers, where appropriate, in decision-making regarding the support for consumers.  
• Listen to and act upon the consumer’s preference for worker allocation.  
• Ensure the organisational culture encourages and reinforces communication between staff. |
| Education, supervision and support | Ensure staff:  
• have practical skills in communication, listening and relationship building  
• understand the indicators of well-being and ill-being  
• know how to use different styles of communication. |
Autonomy involves the provision of choice and respect for choices made; recognition of when a person requires support in decision-making; and optimising a person’s control through sharing of power, decision-making and responsibility.

**Elements**

**A1. Promoting autonomy and independence**

**A2. Balancing rights, risks and responsibilities**

### A1. Promoting autonomy and independence

The focus on care and relationships between consumers, the organisation and staff is based on involving people in planning by building on individual strengths, interests and abilities.

#### Working with the consumer and their carers

- Negotiate with consumers and their carers to meet their individual and preferred outcomes.
- Engage in strategies, relationships and reflection to identify and define consumers strengths, abilities, aspirations and goals.
- Communicate and share timely and accurate information with consumers and their carers.
- Facilitate participation in care and decision-making.
- Support consumers to consider who will make decisions on their behalf in the future if necessary.
- Determine the level of control the consumer wants to exercise.

#### Working with staff

- Help staff to build on their own strengths, abilities and aspirations.
- Encourage and support staff to work autonomously where appropriate.
- Provide opportunities for staff who work alone to get together and learn from each other.

#### Organisational leadership, systems and culture

- Ensure care plans identify what people can do as well as identifying their support needs.
- Support consumers to participate in decision-making at the level they choose.
- Use a strengths-based approach for assessment models and care planning.
- Communicate consumers preferences to relevant staff.
- Encourage consumers to maintain the skills they have.
- Support consumers to express their aspirations and goals for the future including advanced care planning and end-of-life issues.
- Consider all opportunities where choice and control can be improved.
- Support staff to use flexible work practices that promote choice, control and independence.

#### Education, supervision and support

Ensure staff:
- understand that the meaning of independence is shaped by people’s beliefs and background
- know how to support consumers to make their own decisions
- understand that progressive deterioration in cognition results in functional decline
- understand the importance of respecting the autonomy of every person.
## A2. Balancing rights, risks and responsibilities

A collaborative approach to managing risk promotes a shared understanding upon which risk management decisions can be reached to maximise a person’s opportunities, choice and control.

| Working with the consumer and their carers | • Involve consumers in risk assessment to ensure support enables them to live independently and exercise maximum control of their lives.  
  • Identify consumers’ preferred method of communication and make it known to relevant staff.  
  • Utilise the principle of best interest when others are advocating or making decisions on behalf of consumers.  
  • Ensure consumers living alone without support have access to services that can monitor their safety and support them to remain in the community.  
  • Take people’s concerns seriously and respond to them in a timely way.  
  • Seek to identify causes of changed behaviours. |
| Working with staff | • Support staff to consider risks within the context of what also protects people (their strengths and their support networks) and their right to make choices about their lives.  
  • Support staff to explore new ideas and ways of practice.  
  • Support staff to exercise their own judgment where appropriate. |
| Organisational leadership, systems and culture | • Establish effective communication systems and practices to ensure the right information is provided to the right people at the right time.  
  • Make clear to staff their responsibilities in relation to risk.  
  • Make sure support plans are goal oriented and monitored regularly.  
  • Develop systems to identify and address hazards.  
  • Implement systems and practices to maintain the safety of the workforce. |
| Education, supervision and support | Ensure staff:  
  • understand the importance of a partnership approach in assessing and managing risk  
  • understand the progressive nature of dementia and the need for regular reviews in enabling and managing risk  
  • respect the choices that consumers make and do not take action without consulting people. |
## LIFE EXPERIENCE

Life experience is the connection between a person's past, their present-day experience, and their hopes for the future.

### Elements

#### L1. Supporting the sense of self

Dementia affects each person differently; their needs are unique, individual and change over time. The sense of self is what people consider most important about them and can assist in understanding a person's needs.

| Working with the consumer and their carers | • Respect and value consumers for who they are now, as well as for who they were in the past.  
• Address consumers by their preferred name and avoid using pet names or generic terms such as ‘dear’.  
• Collate and use a person’s life story as the foundation of current and future provision of support.  
• Provide consumers and their carers with culturally sensitive information.  
• Respect people’s beliefs and practices regarding illness, death and bereavement. |
| Working with staff | • Recognise all people as individuals regardless of their role.  
• Ensure a shared understanding of issues with staff.  
• Respect the life story and experience of staff.  
• Make attempts to match staff with the type of work they are most suited to. |
| Organisational leadership, systems and culture | • Encourage the use of a life story approach in care planning and day-to-day contacts with consumers.  
• Promote the right of individuals to genuine ownership and participation in care planning.  
• Individualise support plans to ensure that they are reflective of what is important to people.  
• Identify and monitor change in people’s capabilities and needs.  
• Ensure behavioural and psychological symptoms of dementia are assessed and understood.  
• Make available to staff information about consumers’ life stories and connections to community. |
| Education, supervision and support | • Ensure staff:   
  • know how to build relationships with consumers and their carers  
  • understand the progressive and individual nature of dementia  
  • understand how relationships can change over time for consumers  
  • know how to use non-verbal behaviour to engage people and are aware of the impact of their non-verbal communication on others  
  • understand the importance of a life story approach and use it in their interactions with people. |
WHAT EVER YOUR PERSONAL PERSPECTIVE, VALUES, BELIEFS, GENDER, SEXUAL ORIENTATION OR AGE, I WILL TREAT YOU WITH DIGNITY & RESPECT

AND I WILL TRY TO SHOW YOU THE SAME RESPECT, DEPENDING ON WHAT FOOTBALL TEAM YOU FOLLOW.
UNDERSTANDING RELATIONSHIPS

A commitment to developing collaborative relationships across the organisation including between the service provider and those receiving services and their carers and between all levels of staff. All parties work in partnership and understand the importance of community connections in designing and delivering services.

**Elements**

**U1. A partnership approach**

**U2. Community connections**

### U1. A partnership approach

Relationships between the service provider and consumer and the organisation and staff are reciprocal, respectful and recognise that all parties are important partners in designing, delivering and evaluating services. Communicating effectively with consumers and families is central to providing quality care.

#### Working with the consumer and their carers

- Collaborate with consumers, and where appropriate their carers, to develop care plans.
- Recognise the importance of consumers’ relationships and factor into support planning.
- Actively seek feedback from consumers about the experience of the support they are receiving.
- Advise consumers of changes to staff allocation.
- Recognise and value the role of carers and make them feel a part of the care team.

#### Working with staff

- Support staff to engage with consumers, and where appropriate their carers, to achieve a shared understanding of issues.
- Recognise and value staff and their contribution.
- Acknowledge and utilise the knowledge and experience of staff.
- Ensure the pathways for providing feedback are widely known.
- Facilitate a positive attitude to complaints and a willingness to learn from them.
- Promote a ‘no blame’ culture throughout the organisation.

#### Organisational leadership, systems and culture

- View consumers as partners in setting goals, planning care and making decisions about support.
- Respect consumers preferences about support and act upon them.
- Identify and involve important family and friends in the discussions and planning of support.
- Value, respect and support the needs of carers through assessment and planning.
- Identify and address carers’ own support needs, including information about dementia and available services, including emotional support, respite and home support.
- Routinely assess the family carers’ capacity to provide support.

#### Education, supervision and support

Ensure staff:

- have an understanding of the needs of carers
- know how to support carers
- understand how relationships in the home can change because of changing roles.
### U2. Community connections
A sense of social connectedness with the local community through opportunities to contribute, socialise and engage in meaningful, culturally appropriate activities is valued.

| Working with the consumer and their carers | • Base care plans on a rich and active community life that focus on an individual’s gifts and interests.  
• Provide consumers with information about available local services, community supports and how to access them.  
• Ensure consumers and their carers can determine how culturally and age appropriate services are delivered.  
• Assist and enable consumers to access community activities.  
• Encourage activities that are meaningful to consumers and support them to attend. |
| Working with staff | • Support staff to make connections with local service providers.  
• Value and utilise the experience and knowledge that staff have of the local community in relation to care planning. |
| Organisational leadership, systems and culture | • Ensure assessment models and support planning identify suitable social and leisure needs.  
• Assist consumers to maintain community connections, routines and interests through appropriate referral.  
• Ensure good communication with the consumer’s doctor and other community services.  
• Ensure support is flexible to allow community connections and activities to occur.  
• Recruitment practices identify staff that have knowledge of local communities.  
• Use flexible working-time arrangements to create a family-friendly work environment. |
| Education, supervision and support | Ensure staff:  
• understand that how people view the world is shaped by family, friends and their experiences  
• understand the importance of the meaning of home and incorporate it into care planning  
• are aware of available community services and know how to make appropriate referrals  
• understand the importance of social connectedness. |
Person-centred principles underpin the organisational values that describe what is important to an organisation and how people should approach their work. Person-centred organisations have a systematic approach to knowledge and skill development that is inclusive of the experiences of staff, consumers and the people who care for them.

**Elements**

**E1. A supportive learning culture**

**E2. Responsive support**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Working with the consumer and their carers</strong></td>
</tr>
<tr>
<td>• Recognise that people living with dementia and their carers are experts in what is important to them.</td>
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<tr>
<td>• Support staff to interact with consumers in a way that is consistent with person-centred principles.</td>
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<tr>
<td>• Provide consumers with information about the organisational vision and values.</td>
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<tr>
<td><strong>Working with staff</strong></td>
</tr>
<tr>
<td>• Provide staff access to advice, support and opportunities to work alongside more experienced colleagues.</td>
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<tr>
<td>• Ensure supervision between managers and their staff supports reflection, learning, accountability of practice and problem solving.</td>
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<tr>
<td>• Ensure staff members’ ideas and suggestions about improvement are incorporated into the ongoing development of services.</td>
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<tr>
<td>• Allow staff to review and discuss progress at work with regular performance appraisal.</td>
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<tr>
<td><strong>Organisational leadership, systems and culture</strong></td>
</tr>
<tr>
<td>• Ensure a learning culture exists across the organisation.</td>
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<tr>
<td>• Ensure the organisation's vision and values embrace person-centred principles and are evident in the language of the organisation.</td>
</tr>
<tr>
<td>• Ensure leaders within the organisation promote person-centred principles through their actions and behaviours.</td>
</tr>
<tr>
<td>• Provide opportunities for staff to debrief following difficult situations and share updates, accomplishments and knowledge.</td>
</tr>
<tr>
<td>• Implement reward and recognition systems that identify and commend positive actions and behaviours.</td>
</tr>
<tr>
<td>• Ensure the organisational governance system uses person-centred care principles to inform strategic planning, resource allocation and decision-making.</td>
</tr>
<tr>
<td>• Ensure recruitment and induction practices familiarise new staff to person-centred approaches, accepted practices and performance standards.</td>
</tr>
<tr>
<td>• Establish a shared understanding of person-centred principles with brokered agencies.</td>
</tr>
<tr>
<td><strong>Education, supervision and support</strong></td>
</tr>
<tr>
<td>• Ensure staff:</td>
</tr>
<tr>
<td>• receive dementia-specific education and understand how dementia affects people's lives</td>
</tr>
<tr>
<td>• are aware of how their own approach can affect the person living with dementia</td>
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<tr>
<td>• are supported by managers with the skill to provide appropriate supervision and appraisal</td>
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<tr>
<td>• are given opportunities and encouraged to participate in educational and career advancement including mentoring.</td>
</tr>
</tbody>
</table>
### E2. Responsive support

The organisation strives to provide safe and supportive environments and experiences for staff, consumers and the people who care for them.

| Working with the consumer and their carers | • Establish and maintain regular contact with consumers and their carers.  
  • Review support plans regularly and make adjustments to respond to the changing needs of the consumer.  
  • Identify and address the language needs of consumers and their carers.  
  • Assess the carer’s own physical and emotional wellbeing and identify strategies to maintain their health and wellbeing.  
  • Tailor services to meet the consumers specific care needs. |
| Working with staff | • Foster a positive regard among staff and between consumers and staff.  
  • Ensure access to specialised advice for staff when required. |
| Organisational leadership, systems and culture | • Ensure services address the needs and experiences of specific population groups, including people from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander, people with younger onset dementia and people who identify as gay, lesbian, bisexual, transgender or intersex.  
  • Employ flexible approaches to service delivery by supporting staff to adapt to the changing needs of consumers.  
  • Promote continuity of key workers through careful allocation and rostering.  
  • Allow adequate time for staff to provide person-centred care.  
  • Match the timing and delivery of support to the routines of consumers and their carers.  
  • Ensure appropriate referral to other services to meet the needs of consumers and their carers.  
  • Ensure relevant information is shared with consumers, their carers and staff.  
  • Guarantee a comprehensive occupational safety and health management system.  
  • Ensure a culture of review across the organisation to improve practice and systems. |
| Education, supervision and support | Ensure staff:  
  • have the appropriate skills when completing holistic assessment and care planning  
  • understand memory loss (normal ageing versus early dementia)  
  • understand the importance of reporting changes in a person’s circumstances, i.e. when care needs increase and/or become complex  
  • appreciate the need for a flexible approach to address the fluctuating and changing needs of people  
  • know when to seek help from others. |