**[Template – insert organisation / program name logo]**

**SERVICE COMMUNICATIONS AUDIT**

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| 1. ***This template has been prepared as tool for drug and alcohol services reviewing communication practices to better reflect universal communication strategies as part of Complex Needs Capable: A Practice Resource for Drug and Alcohol Services (NADA, 2013).***
2. ***When ‘No’ is indicated, an action is required. Some examples of actions are included in blue italics.***
3. ***Services may wish to review one area of communication at a time (e.g. start with Service Environment Resources), with a view to make changes over a 12–24 month period as part of organisational quality improvement processes.***
4. ***This audit template is not exhaustive. Services should consider adding specific resources or practices to this template for review, e.g. service newsletters, information packs for clients and families and carers, specific program manuals or resources for workers and/or clients.***
5. ***The resource Complex Needs Capable incorporates a range of information and practice tips which may support you in adapting your communication practices.***
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**Service/Program Name: [Insert service/program name]**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area of communication practices under review:**  | **Please tick all relevant** | **Reason for audit (e.g. annual communications audit)** | **Staff member leading review** | **Date of initial review** | **Timeframe for actions** | **Date actions completed**  |
| A. Community Resources |  |  |  |  |  |  |
| B. Service Environment Resources |  |  |  |  |  |  |
| C. Client Resources |  |  |  |  |  |  |

| **COMMUNICATION PRACTICE** | ***YES*** | ***NO*** | ***ACTION REQUIRED/COMMENTS*** | ***ACTION TIMEFRAME***  |
| --- | --- | --- | --- | --- |
| **A. Community Resources** |
| **1.** | Is the service information in the public domain (service outlines, eligibility criteria, program rules and responsibilities and service policies and procedures) accessible? Does the way this information is presented create barriers for people with low literacy or English as a second language? |  |  | *Review information available on service website and brochures and ensure all public documents are in plain English and Easy English where applicable.*  |  |
| 1. Brochures/leaflets
 |  |  |  |  |
| 1. Website information
 |  |  |  |  |
| 1. Service policies and procedures
 |  |  |  |  |
| 1. Other [insert relevant information]
 |  |  |  |  |
| **2.** | Does the service information in the public domain reflect current service practices? *(For example, service eligibility criteria. Does your website state 100 points of ID is required for admission, but in practice you are more flexible – inadvertently creating an access barrier)* |  |  | *Review information available on website and brochures to ensure information reflects service practice. Scope information available/known about your service in the community/other services to confirm knowledge of your service is correct.* |  |
| 1. Website
 |  |  |  |  |
| 1. Brochures
 |  |  |  |  |
| 1. External service directories
 |  |  |  |  |
| 1. The information about your service held by external sources of referral (e.g. other government or non-government services)
 |  |  |  |  |
| 1. Other [insert relevant information]
 |  |  |  |  |
| **3.** | Is information provided about or by your service clearly communicated? |  |  |  |  |
|  | a) Is information provided verbally followed up with plain English written materials? |  |  | *All staff follow the same procedure to ensure verbal information given is understood and supported by written information for all communication by phone.*  |  |
|  | b) When providing a phone number or email address, is the recipient asked to repeat the information to check it is correct? |  |  |  |  |
|  | c) Do staff check for understanding of information provided over the phone? |  |  |  |  |
| **B. Service Environment Resources** |
| **1**  | Is all service signage in plain English and does it include relevant pictorial images? |  |  |  |  |
| **2.** | Is signage clearly visible?  |  |  |  |  |
| **3.** | Is the service environment free from signage pollution? *i.e. Are there too many signs/posters that are redundant or cluttering up space making it difficult to for clients to focus on relevant signage/information you want to convey?* |  |  |  |  |
| **4.**  | Have clients been involved in or consulted about the development of resources designed for them? |  |  |  |  |
| **C. Client Resources** |
| **1.** | Is information provided to a client **on entry** into the program in plain English (or Easy English if appropriate) accompanied by a verbal explanation? *Information may include rules and regulations, service expectations, schedule of activities, building orientation, financial requirements, how to access medication, etc.* |  |  |  |  |
| a) Is written information supported by a relevant pictorial image where applicable? |  |  |  |  |
| b) Is program information broken down into small, clear points and repeated at another point in time? |  |  |  |  |
| c) Is the current level of detail of information given on entry required at this point? *(i.e. is the information essential at this time or can it be broken down over the course of a number of days to avoid confusion and overwhelming the client?)*  |  |  |  |  |
| **2.** | Is information provided to the client **at any time throughout the treatment** program clear and concise? *This includes all material delivered verbally and in written form in programs, group work and single session counselling and case management settings*. |  |  |  |  |
| a) Is all information verbally provided information supported by written information in plain English or Easy English? |  |  |  |  |
| b) Is all information broken down into small, clear points and repeated at another point in time? This is particularly important in case planning and group work program materials. |  |  |  |  |
| c) Is written information supported by a relevant pictorial image where applicable? |  |  |  |  |
| **3.** | Are all programs/case plans/activities accessible to people with low literacy, possible cognitive impairment or from a CALD background? |  |  |  |  |
| a) Are program schedules/timetables clearly communicated to clients and produced in plain English/Easy English, and do they include pictorial representations? |  |  |  |  |
|  | c) Are timetables/schedules posted in accessible locations for the client? | X |  | *Individual schedules are posted on the client’s bedside wall.* |  |
|  | b) If clients are expected to complete reading and writing elements of homework, are their alternative ways of completing these parts of the program?  | X |  | *A dictaphone is offered to clients to record homework that would usually require a written response, and clients can opt to draw instead of write responses and talk through the meaning of the drawings with their worker.* |  |
| **4.** | Have clients been involved in or consulted about the development of resources designed for them? |  |  |  |  |
| **5.** | Is information provided to the client about referral options provided verbally and backed up in writing? |  |  |  |  |
| **6.** | Are reminders about appointments added to the client’s calendar/schedule if applicable and communicated to a support person/family member if required? |  |  |  |  |