# ACSO Logo Strap_CMYK.tifForensic Services Standards - Self-Assessment Tool

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| **Date Completed** |  |
| **Assessors** |  |

**Rating Scale**To complete the self-assessment, organisations need to rate each indicator according to the following rating scale:

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| Rating Code | Rating Scale | Description |
| S | Satisfactory | Organisation meets the intent of the indicator. |
| O | Observation | Organisation meets the indicator but there is room for improvement. |
| A | Action | Organisation does not meet the indicator. |
| N/A | Not applicable | The indicator is considered to not be relevant to the organisation. |

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| **Standard** | | **Rating Scale**  Please tick ✓ | | | | | | | **Describe current processes in place** | | **Areas for improvement** |
| **Standard 1** Service Accessibility | | **S** | **O** | | | **A** | **N/A** | |
| * How do you ensure that the target group to be served is defined by developing a clear understanding of the characteristics of the forensic target group, its needs regularly identified and services are planned and delivered to meet those needs? | |  |  | | |  |  | |  | |  |
| * How do you consider the impact instititutionalisation has on a client accessing services? | |  |  | | |  |  | |  | |  |
| * How do you ensure you are providing equitable and accessible services to all relevant cohorts of the target group such as those that are currently incarcerated, those waiting for release and those already out in the community? | |  |  | | |  |  | |  | |  |
| * How do you consider the external environment surrounding your offices, venues and activities when organising client face to face contact to minimise exposure to the client’s criminogenic triggers? | |  |  | | |  |  | |  | |  |
| * How do you ensure that up-to-date and accurate information about your own services and how to access them is provided to other parts of the forensic sector? | |  |  | | |  |  | |  | |  |
| * How do you actively participates in service networks accessed by forensic clients to create coordinated pathways for people accessing services? | |  |  | | |  |  | |  | |  |
| * How do you identify and address forensic specific barriers preventing access to services and ensure that clients are supported to access the services? | |  |  | | |  |  | |  | |  |
| * How do you ensure that the intake processes are sensitive to forensic clients e.g. appointment times, office sites? | |  |  | | |  |  | |  | |  |
| * How do you ensure that forensic clients understand the accessible and clear information regarding the voluntary or mandatory nature of service engagement? | |  |  | | |  |  | |  | |  |
| **Standard 2** Service Delivery Practices | | | | | | | | | | | |
| **Indicator 2.1 Assessment** | * + - Where possible, how do you match the client’s legal status, motivation and learning styles with the staff skills and styles to motivate change in the client? |  |  | | |  |  | |  | |  |
| * + - How do you ensure that skilled staff with a sound knowledge of the criminal justice system, conduct holistic assessments, including risk assessments, and other assessments specific to the type of offending and factors influence the client to reoffending? |  |  | | |  |  | |  | |  |
| What is the evidence that you include the following in your assessment:   * + Exploration of the factors underlying offending;   + Current legal orders;   + the client’s background and current circumstances;   + an analysis of offending which considers the pattern, nature and seriousness of offending;   + the likelihood of and impact of re-offending;   + protective factors (strengths and available resources) decreasing the risk of (re)offending;   + desistance needs which, if met, will maintain desistance from (re) offending;   + identifying and responding to differences in social circumstances, age, gender, ethnicity, mental health and learning abilities;   + taking into consideration the impact of previous sentences and in some cases the effects of institutionalisation; and   + readiness, motivation and capability to follow an intervention plan and to comply with requirements. |  |  | | |  |  | |  | |  |
| With the client’s permission, how do staff seek information on the involvement of criminal justice system players to obtain details of any current charges, bail/order conditions? |  |  | | |  |  | |  | |  |
| How do you ensure that the assessment process encourages and supports client and his/her significant other (if appropriate) to be actively involved in identifying his/her needs, risk factors and preference for service responses, while adopting a strengths based approach? |  |  | | |  |  | |  | |  |
| With the consent of the client, how do staff seek information about the client’s relationship with his/her significant others, the impact offending has had on the relationship and any safety considerations that need to be taken into account? |  |  | | |  |  | |  | |  |
| With the client’s permission, how do staff seek to obtain information on the involvement of other services with whom the client may currently or recently have obtained assistance, with a view to working collaboratively with these services? |  |  | | |  |  | |  | |  |
| **Indicator 2.2** Service planning and delivery | In collaboration with the client, how do staff develop a client plan based on the following information collected during assessment?   * + the client’s criminogenic background and current legal circumstances (including current legal orders);   + an analysis of offending which considers the pattern, nature and seriousness of offending;   + the likelihood of and impact of re-offending;   + protective factors (strengths and available resources) decreasing the risk of (re)offending;   + desistance needs which, if met, will maintain desistance from (re) offending;   + identifying and responding to differences in social circumstances, age, gender, ethnicity, mental health and learning abilities;   + taking into consideration the impact of previous sentences and in some cases the effects of institutionalisation; and   + readiness, motivation and capability to follow an intervention plan and to comply with requirements |  |  | | |  |  | |  | |  |
| What is the evidence that all clients have a risk management plan which include:   * an evaluation of the nature, severity, frequency and likelihood of risk that the client poses to the community, self and significant others by offending * identify the relevant forensic risk factors and how they interact, early warning signs and behaviours to monitor; and * identify the preventative strategies of: * community supervision * monitoring * intervention/treatment that are necessary to address each of the relevant risk and protective factors; and * contingency measures in response to warning signs |  |  | | |  |  | |  | |  |
| How do you identify barriers to the client’s full participation in the client plan and enable and assist the individual to overcome these? Barriers include staff legal reporting requirements, reporting of criminal activity, reporting of attendance and progress, motivation etc. |  |  | | |  |  | |  | |  |
| How do you ensure that staff are aware of the conditions of each client’s legal orders and/or bail conditions to provide the best support while in the community? |  |  | | |  |  | |  | |  |
| How do staff consider the impact of offending related medication regimes such as anti-libidinal or pharmacotherapy have on clients? |  |  | | |  |  | |  | |  |
| How do you identify, coordinate and facilitate access to resources that the client needs to reintegrate in the community? |  |  | | |  |  | |  | |  |
| What is the evidence that you have awareness of the funding limitation available to provide full support to your clients and as a result you develop partnerships with other voluntary programs that clients can benefit from? |  |  | | |  |  | |  | |  |
| How do you plan relapse prevention strategies and empower the client to manage relapses effectively if they occur? |  |  | | |  |  | |  | |  |
| How do you recognise and reaffirm with the client, specific areas of progress towards the achievement of outcomes that reduce their risk of further contact with the criminal justice system. |  |  | | |  |  | |  | |  |
| What is the evidence that service delivery is holistic in scope so it is responsive to the complexity and diversity of contributing and protective factors that impact forensic clients, with a view to addressing the underlying causes of offending? |  |  | | |  |  | |  | |  |
|  | What is the evidence that you facilitate pathways to social inclusion by providing forensic clients with opportunities to reintegrate in the community by participating in education and employment, recognising qualifications achieved pre and during incarceration? |  |  | | |  |  | |  | |  |
| How do you acknowledge the impact the client’s cultural background can have on offending or involvement in the criminal justice system? |  |  | | |  |  | |  | |  |
| What is the evidence that you have an awareness of the cultural impact of being involved in the criminal justice system can have on clients? |  |  | | |  |  | |  | |  |
| How do you seek ongoing feedback from forensic client’s and consults with them whenever it is considering major changes to service delivery? |  |  | | |  |  | |  | |  |
| What is the evident that you encourage clients to drive decision making within their case plan? |  |  | | |  |  | |  | |  |
| Where possible do you ensure that clients have the same worker throughout the service (from intake to exit) to maximize positive and productive therapeutic relationships? |  |  | | |  |  | |  | |  |
| Where clinically appropriate and with client’s consent, how do you involve families in the service delivery process, and provide them with information about the criminal justice system to increase awareness of the process clients go through? |  |  | | |  |  | |  | |  |
| Where appropriate do staff explain to clients what their family’s experience was like while they were in prison and the impact of the client’s release from prison will have on their family? |  |  | | |  |  | |  | |  |
| The organisation recognizes that the client can feel or be disadvantaged when associated with an organisation that provides services to those who offend. How do you minimize this? For example, correspondence excludes company branding. |  |  | | |  |  | |  | |  |
| What is the evidence that you are mindful of maintaining clear therapeutic boundaries and you are knowledgeable of the impact of certain personality styles of some of those who offend? |  |  | | |  |  | |  | |  |
| What is the evidence that the organisation is skilled in the management of multiple relationships - Client, Correctional Services, Courts and Tribunals and is clear as to who the client is? |  |  | | |  |  | |  | |  |
| **Indicator 2.3**  Monitoring and reviewing | * + - What is the evidence that you schedule reviews of client plans at planned regular intervals according to set procedures that takes into consideration current legal status, risk of further offending? Where appropriate, client and significant others and all relevant key stakeholders attend the reviews. |  |  | | |  |  | |  | |  |
| * + - What evidence shows that all client plans are reviewed to evaluate the efficacy of different strategies implemented within the plan that were aimed at reducing the severity/intensity/frequency/or risk of the client engaging in high risk behaviour as well as measure the client’s quality of life through improved skill development progress towards their goals and social inclusion? |  |  | | |  |  | |  | |  |
| * + - How is each client given the opportunity to review achievements, with a focus on maintaining them in the future, and to identify future goals and action plans? |  |  | | |  |  | |  | |  |
| * + - How do you monitor and review its exit planning and case closure processes to ensure clients are actively involved and appropriately supported? |  |  | | |  |  | |  | |  |
| * + - How do you ensure that people with high level or complex needs have appropriate ongoing support arranged before they exit the service? |  |  | | |  |  | |  | |  |
| **Standard 3** Privacy and Confidentiality | | | | | | | | | | | |
| **Indicator 3.1**  Privacy and confidentiality of client information | How do you ensure that:   * clients’ are provided with easy to understand written information advising them of the reporting of criminal offences of which the police are currently not aware of and on how they can access their files or other information the organisation holds about them? and * staff inform the client that information about his/her criminal background is confidential, clarifies when disclosure is appropriate and informs clients how information will be used and stored? |  | |  | |  | |  | |  |  |
|  | How do you ensure that:   * information about criminal history is only collected if it is directly related to, and reasonably necessary for, an organisation’s function or activities? and * where further information about criminal history is required, it is collected from the client it relates to rather than from another source, unless that is unreasonable or impractical? |  | |  | |  | |  | |  |  |
|  | How do you ensure that:   * staff create a non-judgmental environment which does not discourage an open exchange of criminal history information between the staff and the client? and * staff respond in a positive and respectful way to disclosure of the client’s criminal history? |  | |  | |  | |  | |  |  |
|  | * + - How do you ensure that published information for evaluation and research purposes as well as quality improvement is de-identified except where informed consent has been given and where the information is not unique enough that a client could be identified? |  | |  | |  | |  | |  |  |
| **Indicator 3.2**  Duty of Disclosure | How do you ensure that:   * Clients give informed consent before his/her personal information, including his/her criminal history is communicated to external agencies or individuals, unless there are legal reasons for not gaining consent?; * Staff explains to the client that there are number of exceptions where a client’s confidential information may be disclosed without the consent of the client; |  | |  | |  | |  | |  |  |
|  | * + - How do you ensure that you have guidelines for staff regarding their duty to disclose client information without consent when staff are legally required to, in the case of duty of care and relating to information regarding client’s offending and breach of orders? |  | |  | |  | |  | |  |  |
|  | * + - How do you ensure that you seek clarification of reporting requirements in relation to forensic clients on bail and legal orders? |  | |  | |  | |  | |  |  |
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| **Standard 4** Risks and Rights | | | | | | | | | | | |
| * What evidence shows that you have a risk management framework based on current practice that is cognizant of the legal status of clients, balanced with risk to the organisation professionally? | |  | |  | |  | |  | |  |  |
| * What evidence shows that you have defined your threshold of risk appropriate to providing services to forensic clients and provide training and support to staff on how to deal with risk? | |  | |  | |  | |  | |  |  |
| * How do you ensure you use a multi-disciplinary approach to risk which is open, transparent and promotes reflective practice and is dedicated to working in partnership with clients wherever possible? | |  | |  | |  | |  | |  |  |
| * How do you ensure that discussion about risk is embedded at all stages of service delivery: assessment support planning and reviewing/monitoring? | |  | |  | |  | |  | |  |  |
| * How do you ensure that risks are assessed within the context of the client’s protective factors (strengths, and support networks) and his/her rights to make choices about his/her lives? | |  | |  | |  | |  | |  |  |
| * What documentation do you have reflects a strong commitment to meeting the needs of each client through the least intrusive support solutions? | |  | |  | |  | |  | |  |  |
| * How do you ensure that the nature of the restrictive interventions are directly related to managing or reducing the risks identified in the assessment phase? | |  | |  | |  | |  | |  |  |
| * How do you ensure that staff involved in risk management receive relevant and ongoing training? | |  | |  | |  | |  | |  |  |
| * How do staff ensure that clients understand their role and responsibility about living with risk of further contact with the criminal justice system? | |  | |  | |  | |  | |  |  |
| * How do you ensure that client plans take into account the impact of restrictive interventions on the client’s relationship with significant others? | |  | |  | |  | |  | |  |  |
| * How do you ensure that the review of restrictive interventions is conducted at planned regular interval with the participation of the client and relevant key stakeholders? | |  | |  | |  | |  | |  |  |
| * How does staff encourage the clients to be more informed about their rights regarding self-disclosure of criminal history when seeking employment and accommodation? | |  | |  | |  | |  | |  |  |
| * What processes do you have in place to keep abreast of changes in legislation relevant to the forensic client group and to disseminate the information to its relevant services? | |  | |  | |  | |  | |  |  |
| * How do you ensure that staff demonstrate knowledge of relevant federal and state legislation relating to forensic clients and proactively share this information with clients where it is relevant? | |  | |  | |  | |  | |  |  |
| * How do you ensure that at the beginning of service delivery, staff clearly explain the limits of the support they provide to the client in a court hearing, legal proceeding or police interview? | |  | |  | |  | |  | |  |  |
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| **Standard 5** Professional Development | | | | | | | | | | | |
| * What do you have in place that provides staff with regular development opportunities related to the forensic client group and clinical supervision to assist the staff to learn from his/her experience and progress in expertise as well as ensure optimal service delivery to the client? | |  | | |  |  | |  | |  |  |
| * How do you ensure that staff are cognoscente of the impact of client personality types on the therapeutic relationship, the setting of personal and treatment boundaries? | |  | | |  |  | |  | |  |  |
| * What processes do you have in place to identify the training needs of staff that work with forensic clients? | |  | | |  |  | |  | |  |  |
| * How do you ensure that staff receive training around specific issues that affect the forensic client group including knowledge of how incarceration affects clients? | |  | | |  |  | |  | |  |  |
| * How do you keep up to date and incorporate current trends of forensic service provision and use evidence based practice to educate staff on how to improve outcomes for its forensic clients? | |  | | |  |  | |  | |  |  |
| * Do you participate in professional associations and other forums in its field regarding the provision of services to forensic clients? Give examples of professional associations and forums. | |  | | |  |  | |  | |  |  |
| * How do you promote a culture of open discussion and assessment of risk to staff and communities? | |  | | |  |  | |  | |  |  |
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| **Standard 6** Organisational Values and Culture | | | | | | | | | | | |
| * How do you ensure that forensic-inclusive principles are reflected in all management processes such as recruitment, professional development, supervision, performance appraisal, service planning and operational policies? | |  | | |  |  | |  | |  |  |
| * Do your policies and procedures reflect the ethical standards expected of staff when providing services to forensic clients and how do you ensure these standards are met? Provide examples of the practices | |  | | |  |  | |  | |  |  |
| * How do you ensure that the screening process of potential employees considers their ability to empathise with the forensic clients’ situation and understand the difficulties the clients encounter when reintegrating in the community? | |  | | |  |  | |  | |  |  |
| * How do you ensure that you recruit staff with experience in working with forensic clients or have capacity to develop skills appropriate to working with this client group? | |  | | |  |  | |  | |  |  |
| * The organisation’s culture is cognisant of the impact staff’s past/current experiences of victimisation can have on their ability to work with forensic clients. In the event that a staff member becomes a victim of crime, what processes does the organisation have in place to respond? | |  | | |  |  | |  | |  |  |
| **Standard 7** Advocacy and Community education | | | | | | | | | | | |
| * How do you support clients to understand the conditions of their legal orders and to attend any relevant meetings with the clients’ legal representation or court dates? | |  | | |  |  | |  | |  |  |
| * How do you work to engage the support and understanding of local communities in order to better assist clients with criminal history reintegrate in the community? | |  | | |  |  | |  | |  |  |
| * What documented systems do you have that guide contemporary practice for staff in the delivery of advocacy and referral services for clients and families? | |  | | |  |  | |  | |  |  |
| * How do you use your collective knowledge and experience to influence in a positive way, government policy and legislation that affects people with criminal history? | |  | | |  |  | |  | |  |  |
| * How do you educate the community on issues that affect the forensic client group? | |  | | |  |  | |  | |  |  |
| * How do you take active steps to ensure community safety and public protection? | |  | | |  |  | |  | |  |  |