



Developmental Educators Australia Incorporated

P.O. Box 386 Christies Beach 5165
contact@deai.com.au

CODE OF ETHICS AND PRACTICE FOR DEVELOPMENTAL EDUCATORS

(Adapted from the original Code of Ethics for Developmental Educators, by Eddie Bullitis, August 1999)

CONTENTS

Preamble

The origins of Developmental Educators have been inherently within the disability sector. The cessation of Mental Deficiency Nursing training and commencement of undergraduate tertiary studies marked the beginning of the professional role of Developmental Educators. In 1995 the Developmental Educator's Association published its first "Ethics and Practice Booklet" which provided a sound foundation for the evolving profession. Since 1994 there has also been ever increasing opportunities to complete studies within the disability sector at undergraduate as well as postgraduate tertiary levels. Developmental Educators have responded enthusiastically to these opportunities, indicating a critical need for continuing professional education. This has led to new areas of employment, specialist skills and private practices and consultancies. In response to the diverse and professionally evolving role of the Developmental Educator, Developmental Educators of Australia Incorporated (DEAI) recognises the need to promote a more comprehensive version of the ethics and codes of practice to appropriately reflect the changing needs of the profession.

Vision Statement of Developmental Educators Australia Incorporated

The DEAI's vision is to promote the profession of Developmental Education within the Human Services. Developmental Educators aim to empower people with disabilities and their families to achieve social inclusion within the community and to maximise their

quality of life through the promotion of skills development.

Mission Statement of Developmental Educators Australia Incorporated

It is the DEAI's mission to:

- Represent Developmental Educators as their professional association.
- Achieve common registration for all Developmental Educators.
- Assist to establish a national association network in Australia for Developmental Educators.
- Provide an accessible forum and networking / meeting place for Developmental Educators.
- Promote the highest standard of professional conduct and practice of Developmental Educators.
- Promote the continuing professional education of Developmental Educators.
- Promote the profession Developmental Education to the general public.

Collaborate with Disability and Community Inclusion, Flinders University, and agencies in the disability sector and wider human services for the promotion and exposure of Developmental Educators.

Beliefs of Developmental Educators

Our beliefs influence the way we approach our works. We believe:

- in the worth, dignity and uniqueness of all persons
- in the right of all people to live and participate in community life
- in the empowerment of individuals to maximise their self determination through access to information, choice, informed consent and/or advocacy in all decision making
- that Developmental Educators, in terms of their professional skills and expertise, have a vital role to play in the facilitation of optimum quality of life opportunities

General Principles: Overview

Developmental Educators endeavour to maintain high standards of competence in their work. They recognise the boundaries of their particular skills and expertise. Developmental Educators provide only those supports and use only those techniques for which they are qualified by education, training or experience.

Developmental Educators are aware of the fact that competencies are required when serving, teaching, training or supervising individuals with support needs, or providing services to individuals or their families and relevant others. Consideration is given to the diversity and unique nature of a person's support needs, methods of communication, learning and life style.

In their dynamic professional roles Developmental Educators will endeavour to exercise careful judgement, maintain knowledge of relevant professional information related to

services they provide and recognise the need for ongoing professional development. In doing so, Developmental Educators make appropriate use of academic, professional, technical and administrative resources as well as to consult when necessary.

Principle A: Integrity and Professional Responsibility

Developmental Educators seek to promote integrity in the practice of supporting people with a disability or other support needs. Developmental Educators are honest, fair and respectful of others in all aspects of professional work, such as, supporting, training and research. Developmental Educators attempt to develop an awareness of their own beliefs, values, needs and limitations and the impact this may have on their work.

Developmental Educators uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behaviour and are flexible in order to meet individual client needs. Developmental Educators consult with, refer to, and work in cooperation with other professionals and organisations in order to serve the best interests of people with a disability or other support needs.

Developmental Educators are aware of their professional and academic responsibilities to the community in which they work and live. Developmental Educators should participate in service planning and the development of service standards at local, national and international levels.

Developmental Educators are concerned about professional and academic conduct. To achieve this we agree to accept responsibility and accountability for our actions and encourage the development of practice, policy and law that serve the best interests of clients and the public. Developmental Educators are encouraged to voluntarily contribute a portion of their time to assist in community and/or professional development.

Principle B: Respect for People's Worth, Dignity and Uniqueness

Developmental Educators show appropriate respect to the fundamental rights, dignity and worth of all people. They respect the rights of individuals to privacy, confidentiality, self determination and autonomy.

Developmental Educators are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, socioeconomic status, marital status, political belief or any other preference or personal characteristic. Developmental Educators attempt to eliminate the effect of such biases on their work.

Principle C: Concern for Others' Wellbeing and Empowerment

The professional objective of Developmental Educators is to contribute in a positive manner to those with whom they interact professionally. Developmental Educators are sensitive to real and ascribed differences in power between themselves and others, and they do not exploit or mislead others during or after professional relationships. Also, Developmental Educators value the promotion of an environment that enhances a

person's quality of life. Developmental Educators uphold the provision of quality services for all people.

Principle D: Community Education

Developmental Educators seek opportunities to communicate to the wider community the fundamental values of the professional as supported by this Code of Ethics. This includes; seeking opportunities to advocate and inform the wider community regarding aspects and issues relating to disability or support needs and the role and function of Developmental Educators. Developmental Educators should be proactive about promoting their profession and should acknowledge their professional title of Developmental Educator in professional contexts.

Ethical and Professional Principles

1. Ethical and Professional Statements

Developmental Educators of Australia Incorporated recognises the diversity and complexity of the roles and settings in which Developmental Educators work. The following statements are a guide for the professional conduct of Developmental Educators.

1.1 Code of Ethics and Practice: Applicability

The activity of a Developmental Educator subject to the Code of Ethics and Practice may be reviewed under these Ethical and Professional Statements only if the activity is part of his/her work or post graduate study related functions (paid or voluntary). Personal activities having no connection to, or effect on, the roles of Developmental Educators and are not subject to the Code of Ethics and Practice.

1.2 Code of Conduct for Unregistered Health Practitioners

From March 2013 health practitioners who are not within the ambit of the Australian Health Practitioners' Regulation Agency (AHPRA) are compelled to comply with a Code of Conduct for Health Practitioners made under the Health and Community Services Complaints Regulations 2005. The DEAI endorses this Code of Conduct with the view that Developmental Educators are considered Unregistered Health Practitioners. Developmental Educators therefor must abide by the Unregistered Health Practitioners Code of Conduct which sets a range of minimum standards. (Refer to appendix B)

1.3 Professional Role

Developmental Educators provide support, programming, behavioural management, assessment, evaluation, research, supervisory, consultative or other educative/ training services only in the context of the defined professional relationship or role.

1.4 Parameters of Expertise

(a) Developmental Educators provide services, educate, train and conduct research only within the boundaries of their competence based on education, training, supervised or professional experience.

(b) Developmental Educators provide services, educate, train or conduct research in new areas or involving new methods only after first undertaking appropriate study, training, supervision and/or consultation from persons who are competent in those new areas or methods.

(c) Developmental Educators take reasonable steps to ensure the competence of their work and protect clients, research participants, peers and others from harm, in those emerging areas in which generally recognised standards for training do not yet exist.

(d) In maintaining expertise, Developmental Educators who provide assessment, programming services, behavioural management, evaluation, educative /training, research, organisational, consultative or other professional activities maintain a reasonable level of awareness about current and professional information in their fields of activity. This includes partaking in ongoing efforts to maintain competence in their skills, and adherence to the Association's Continuing Professional Education Policy as it evolves.

1.5 General Awareness of Legislation

(a) Developmental Educators need to be aware of, and familiar with the content and implications of Commonwealth and State legislation relating to disability, human services and areas relevant to their professional roles (Refer Appendix A and Appendix B).

(b) Developmental Educators need to keep abreast of legislative changes that relate to their professional roles.

1.6 General Awareness of International Statements, Treaties and Alliances

Developmental Educators need to be aware of, and familiar with the content and implications of International statements, treaties and alliances and their impact upon government policy and service provision to people with a disability and the community (Refer Appendix C).

1.7 Respecting Differences

(a) Developmental Educators do not engage in unfair discrimination based on age, gender, marital status, political belief, race, ethnicity, national origin, religion, sexual orientation, disability, socioeconomic status or any other preference or personal characteristic.

(b) Should differences of age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, socioeconomic status, marital status, political belief or any other

preference or personal characteristic significantly effect a Developmental Educators work concerning particular individuals or groups; that Developmental Educator should make a commitment to obtain the training, experience, consultation or supervision to ensure the competence of their services.

(c) In their work related activities Developmental Educators should respect the rights of others to hold values, attitudes and opinions that differ from their own.

(d) Developmental Educators will respect the cultural background of individuals and families and familiarise themselves with relevant cultural protocols whenever necessary.

1.8 Respecting Choice

Developmental Educators must respect the rights of individuals to make informed choices in relation to their life.

1.9 Undue Influence

(a) Developmental Educators do not exercise undue influence over people with whom they may provide placement, supervision, evaluation or an exercise of authority, such as clients, students, subordinate personnel or research participants or personnel under Developmental Educators direct supervision.

(b) Developmental Educators recognise that their professional judgement and intervention may affect the lives of the client, their families and carers and ensure that this influence is not misused to cause detriment or exploitation.

1.10 Harassment

Developmental Educators will not knowingly engage in behaviour that is harassing or demeaning to persons with whom they interact in their work, based on factors such as age, gender, marital status, political belief, race, ethnicity, national origin, religion, sexual orientation, disability, socio-economic status or any other preference or personal characteristic.

1.11 Personal Issues

Developmental Educators recognise that their personal issues may interfere with their effectiveness. Therefore, they should avoid undertaking an activity when they know or should know that their personal issues are likely to lead to, or have a detrimental impact upon a client, family, student, research participant or peer or other person to whom they owe professional obligation. This obligation includes identifying the need for, and seeking assistance, for their personal issues as early as possible in order to ensure their professional performance is not significantly affected.

1.12 Duty of Care

(a) A duty of care is owed by a Developmental Educator to a client, family or peer

because;

i) there is a recognised duty of care and,

ii) the actions (or lack of) of the Developmental Educator directly affected the individual.

If harm is suffered by the individual that was "reasonably foreseeable" a breach of duty of care may be deemed to have occurred. What is "reasonably foreseeable" would be determined in the context of the circumstances.

(b) The level of duty of care owed by a Developmental Educator is related to their education, training, and experience.

(c) When a Developmental Educator is uncertain regarding a situation; advice or guidance should be sought from appropriate professionals, peers and/or organisations with relevant expertise.

(d) A Developmental Educator may be deemed negligent under the principles of duty of care only when it can be demonstrated that harm was caused by that Developmental Educator to another or another's property.

1.13 Duty to Inform

Developmental Educators need to:

(a) Inform clients, clients' families and carers, colleagues and other professionals about the parameters of their qualifications, and any ethical considerations.

(b) The philosophical and service delivery boundaries of the agency which may affect your interaction as a professional.

1.14 Duty to Report

Developmental Educators have an obligation under duty of care to report any breaches of the law particularly in respect to abuse, neglect and exploitation of people who have disabilities, their families and carers.

1.15 Conflict of Interest

Developmental Educators will identify where there is a potential conflict of interest based on personal, financial, social, organisational or political factors which may create a risk of harm or exploitation. If a conflict arises a Developmental Educator should take all reasonable steps as necessary to resolve the issue with due regard for the best interests of the persons involved and maximum compliance with the Code of Ethics.

1.16 Consultation, Collaboration and Referrals

(a) As trans-disciplinary professionals, Developmental Educators recognise the need to

collaborate with colleagues and other practitioners.

(b) Developmental Educators arrange for appropriate consultations and referrals based on the best interests of their clients with appropriate consent and subject to other relevant consideration including legal and contractual obligations.

(c) When indicated and professionally appropriate, Developmental Educators cooperate with other professionals in order to serve clients effectively and appropriately.

(d) Developmental Educators liaise with and for people with disabilities and support needs with mainstream, generic, and specialist service providers to obtain relevant services for their clients.

1.17 Delegation and Supervision

(a) When Developmental Educators delegate to their employees, students, research assistants, team members, peers and others Developmental Educators they are deemed to have a supervisory capacity over, only those responsibilities that such individuals can reasonably expect to perform competently on the basis of their education, training, or experience either independently or with the level of supervision being provided.

(b) Developmental Educators provide proper training and supervision to their employees, students, research assistants, team members, peers and other Developmental Educators they are deemed to have a supervisory capacity over, and take reasonable steps to see that such individuals perform services responsibly, competently and ethically.

(c) Developmental Educators should make an attempt to negotiate and modify their role or correct the situation of organisational policies, procedures or practices that prevent fulfilment of this obligation.

1.18 Documentation of Professional Work

(a) Developmental Educators should document appropriately their professional work in order to facilitate provision of services later by them or by other professionals to ensure accountability and meet legal or organisational requirements.

(b) Developmental Educators should recognise and acknowledge the clients' rights to access documented information about themselves. In this context Developmental Educators should ensure that information is documented in a manner that is sensitive and comprehensible given the person's abilities.

1.19 Records and Information

Developmental Educators create, maintain, disseminate, store, retain and dispose of records and data relating to their research, practice and other work in accordance with legal requirements, organisational policy and this Code of Ethics.

1.20 Financial Negotiations

As early as is practicable in a professional relationship the Developmental Educator and client of the services must reach an agreement specifying the fee for service and payment arrangements if applicable. When negotiating fees, Developmental Educators should give consideration to the client's ability to pay and any financial negotiations should be documented and consistent with legal requirements.

2. ASSESSMENT AND EVALUATION

2.1 Assessments and Evaluation in Professional Context

Developmental Educators who undertake evaluations, assessments and interventions do so only within the context of a defined professional relationship. Any assessment recommendations, reports or evaluative statements are based on information and collated from a consultative model. This consultative model involves using appropriate techniques or processes which include the involvement of the individual with a disability and relevant others.

2.2 Effective Use of Assessments

Developmental Educators who implement interventions and/or other outcomes, recommendations or planning goals based on assessment, do so in line with current disability service standards and legislation. Developmental Educators are committed to ensuring no misuse or overt misunderstanding of assessment information or processes.

2.3 Consumer Friendly Material

(a) Developmental Educators are committed to fully inclusive consultative practices, which includes ensuring outcomes and processes are accessible to clients, families, advocates and relevant others.

(b) Developmental Educators have a responsibility to have and develop a sensitivity to the communications skills, of clients, families, advocates and relevant others.

(c) Consumer friendly material relates to the responsibility of Developmental Educators to have a sensitivity to the educative and cultural experiences of clients, families, advocates and relevant others they professionally interact with.

3. ADVERTISING AND PRESENTATIONS

3.1 Public Statements

Public statements include, but are not limited to paid and unpaid advertising pamphlets, printed matter, personal resumes, curriculum vitae, interviews or comments for use in the media, statements in legal proceedings, lectures, seminars, public oral presentations and published materials.

3.2 Ensuring Accurate Statements

(a) Developmental Educators will endeavour to ensure statements made by others with regard to Developmental Educators and services they provide are correct. Developmental Educators will maintain this by providing correct information, taking responsibility for public statements made by themselves, and to make honest efforts to correct deceptive or incorrect statements.

(b) In their roles Developmental Educators will not make deceptive, misleading or false public statements related to their training, experience, academic degrees, credentials, current or past roles.

3.3 Public Presentations

When presenting information by means of lectures, seminars, articles, materials or other; Developmental Educators will be required to ensure this information is correctly based on practical experience, theoretical experience, documented evidence or sound research, consistent with this Code of Ethics.

4. PROFESSIONAL RELATIONSHIPS

4.1 Relationships and Service Provision

(a) Developmental Educators will not develop a relationship with current clients, families or their peers that may be detrimental to their provision of services or professional judgement.

(b) Developmental Educators will not exploit persons whom they have supervision, authority or to whom they owe a duty of care. This includes: clients, students, peers, employees, families, advocates or others to whom they owe a professional obligation.

(c) Developmental Educators will provide information to service users about the basis of their relationship, their role, and the role of the service user in a manner that suits the individual's abilities.

4.2 Relationship Framework

Developmental Educators will provide their clients, families, and peers with informed choices about the service they will provide, particular approaches to be used, programmes, time frames, goals and anticipated outcomes. Developmental Educators will ensure this is provided using a multi or trans-disciplinary approach and presented in a manner that suits individual abilities and ensures understanding about the basis of the relationship.

4.3 Consent for Services

(a) Developmental Educators will ensure consent for services or information is obtained

from the appropriate person or persons. This should be achieved by;

- i) considering, the person's capacity to consent
- ii) using sensitive and appropriate communication methods
- iii) informing the person or persons of service choices
- iv) ensuring that consent is recorded and documented correctly

(b) It is the responsibility of a Developmental Educator to be aware of issues relating to consent. Giving consideration to legislation, the individual's abilities, and the possible involvement of State or Commonwealth authorities or administrators such as a 'Guardianship Board'.

4.4 Continuity of Services

Developmental Educators will use appropriate data and information recording methods and maintain these throughout their service provision. This will safeguard that in their absence, transfer of services, unavailability, or other unforeseen circumstances that services to that client are continued with minimal disruption.

4.5 Closure of Professional Relationship

Developmental Educators will provide suitable notice and information when a service or professional relationship will be ceased. Developmental Educators will cease a professional relationship when the current service being provided is no longer required, or no longer benefiting the client. Developmental Educators will investigate and suggest alternative services where appropriate, to the client prior to cessation of services. This will be provided in a manner that ensures that the client understands and where appropriate, is able to contribute to, and choose, alternative services.

5. PRIVACY AND CONFIDENTIALITY

These standards can apply to the professional and academic activities of all Developmental Educators.

5.1 Limits and Maintenance of Confidentiality

(a) Discussion should be initiated by the Developmental Educator with persons or organisations that they have a professional or academic relationship with, about any possible infringements of confidentiality as well as potential uses of information and records created.

(b) Except where not possible, Developmental Educators should discuss confidentiality and related issues at the commencement of the relationship or as altered circumstances require.

(c) Developmental Educators should be familiar with the legal rights afforded to persons they have a professional or academic relationship to, and anticipate requirements for the maintenance of these rights to confidentiality.

5.2 Privacy

(a) When preparing or keeping, records, reports, assessments or other information (be they: oral, written or any other communication) Developmental Educator's should only use or keep information pertinent to the matter at hand. Any confidential information acquired via professional or academic relationships must only be revealed to people for whom the information is imperative or to confer with an appropriate professional.

(b) To maximise privacy Developmental Educators should only include in written, oral reports, consultations and any other communications, information relevant to the purpose for which the communication is required.

(c) See Principle 4.3, 'Consent for Services'.

5.3 Records Storage

Developmental Educators should ensure that systems of record storage do not allow for breaches of confidentiality as set out in this Code of Ethics. Regardless of methods used for storage, (written, electronic or other) records should be kept and disposed of using legally permitted methods and in line with this Code of Ethics.

5.4 Disclosure of Confidential Information

(a) Disclosure of confidential information by a Developmental Educator cannot be made without the consent of the person from whom the information originated. Exception is only allowed where legally permitted for purposes such as;

- i) provision of professional services for a client
- ii) to confer with an appropriate professional
- iii) to avert a potentially detrimental situation to the client or others
- iv) to obtain remuneration
- v) where it is mandated by law to do so

In each instance the extent of disclosure is to be no more than necessary to accomplish the purpose.

(b) Developmental Educators may disclose confidential information with the appropriate consent of the client, or another legally authorised person on behalf of the client, unless it is not legally permitted.

5.5 Consulting with Appropriate Professionals

Developmental Educators can confer with an appropriate professional where;

- (a) the information presented could not lead to the person from whom the information originated being identified
- (b) the person has agreed to specific information being discussed
- (c) disclosing information is necessary

In each instance the extent of disclosure is to be no more than necessary to accomplish the purpose.

5.6 Shared Databases

Where a Developmental Educator shares database(s) with others, strategies need to be in place to ensure that those with access to the database(s) are not able to identify the person from whom the information originated. This is not required where the person from whom the information was originated or an authorised other has granted permission for all uses of the database(s) to access information that might identify them.

5.7 Public use of Confidential Information

Information provided by a Developmental Educator that is publicly presented, such as via lectures, seminars or circulated articles should not contain material that may lead to the identification of a person, unless that person or an authorised other has agreed to the specific information being discussed.

5.8 Continuity in Case of Change of Circumstances

To ensure the continuance of confidentiality of records, a contingency plan should be made by the Developmental Educator to cover the possibility that they may;

- (a) die
- (b) become impaired and unable to continue professional practice
- (c) leave or change their workplace
- (d) encounter a conflict of interest
- (e) take extended leave

5.9 Holding of Records

Developmental Educators should take honest and lawful steps to ensure that records and data remain available to the extent needed to serve the best interest of clients, research

participants and relevant others.

6. PROGRAMMING, INTERVENTION AND SUPPORT

6.1 Design of Programmes

(a) Developmental Educators involved in educative /training/ support programmes must ensure programmes are competently designed and genuinely focused on the support needs of the individual or group, provide positive and enhancing experiences, and meet professional requirements for accountability as well as service provider standards and policies.

(b) Developmental Educators responsible for programmes need to ensure an accurate description of programme content, the educative/ training/ support goals, objectives and criteria is documented to ensure effective implementation. This information must be made accessible to all relevant parties.

(c) When engaged in implementing programmes, Developmental Educators need to present information accurately and with objectivity.

6.2 Closure of Programmes

Developmental Educators are responsible to ensure closure of programmes and/or support is planned and documented appropriately considering the needs and obligations of all relevant parties.

7. SUPERVISION OF STUDENTS

7.1 Support and Supervision of Students Undertaking Tertiary Studies

(a) Developmental Educators assigned to support and supervise students ensure they present as a professional and appropriate role model. This includes demonstrating the ethical principles of this code in daily work practices and procedures.

(b) Developmental Educators provide suitable opportunities for the student to achieve course and personal learning objectives.

(c) In academic and supervisory relations Developmental Educators establish an appropriate process for providing feedback to students.

(d) Developmental Educators evaluate students on the basis of the actual performance on relevant and established programme requirements.

(e) Developmental Educators are encouraged to provide opportunities for placement and supervision of students of recognised tertiary qualifications majoring in disability studies.

(f) Where Developmental Educators provide placement and supervision to students from other disciplines the Developmental Educator has a responsibility to familiarise

themselves with the necessary protocols, ethics and standards of practice for the relevant profession.

8. RESEARCH AND PUBLICATION

8.1 Obtaining Approval

(a) Prior to conducting research, Developmental Educators consult with and obtain approval from relevant committees, boards or organisations.

(b) Developmental Educators design, implement and report research adhering to the professional standards and research protocols of the approving committee, board or organisation.

8.2 Conduct of Research

(a) Developmental Educators design, implement and report research that is viewed as ethical under this Code of Ethics.

(b) Developmental Educators seek to resolve any ethical issue that is unclear via consultation with appropriate committees, boards or organisational management.

(c) Developmental Educators plan and conduct research in a manner consistent with Federal and State laws and regulations as well as professional standards governing the conduct of research.

9. RESOLVING ETHICAL ISSUES

9.1 Awareness of Code of Ethics and Practice

Developmental Educators have an obligation to be familiar with this Code of Ethics and Practice, other applicable codes of ethics (i.e., Code of Conduct for Unregistered Health Practitioners) and their application to Developmental Educator's work. Lack of awareness or misunderstanding of an ethical standard is not itself a defence to a charge of unethical conduct.

9.2 Management of Ethical Issues

(a) Developmental Educators have the requisite knowledge and skills to identify ethical issues and respond to them appropriately.

(b) When a Developmental Educator is uncertain whether a particular situation or course of action would violate this Code of Ethics, the Developmental Educator should consult with their appropriate management, the Disability Services Office and/or peak advocacy agencies.

9.3 Ethics and Professional/Organisational Demands

If the demands of an organisation with which Developmental Educators are affiliated or employed, conflict with this Code of Ethics, Developmental Educators should clarify the nature of the conflict, make known their commitment to the Code of Ethics, and to the extent feasible, seek to resolve the conflict in a manner that permits the fullest adherence to the Code of Ethics and Practice.

9.4 Resolution of Serious Breaches of Ethics, Conduct and/or Practice

(a) When Developmental Educators believe that there may have been a serious ethical, conduct or practice violation by another Developmental Educator, they should attempt to resolve the issue by bringing it to the attention of that individual if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved.

(b) If there is no capacity to informally resolve a serious breach of ethics, conduct or practice, there is an onus on the Developmental Educator to seek out the appropriate complaints organisation and/or submit a written professional complaint to inform the DEAI in writing, in accordance with the DEAI Complaints Process for Serious Breaches of Ethical Practice by a Developmental Educator and the DEAI By Laws on Ethics and Practice (2015), if permitted by Law.

c) DEAI members will cooperate with the DEAI and any investigations about themselves or other members.

d) The DEAI reserves the right to release membership status information upon request for the purpose of assisting in the resolution of a potential complaint against a member of the DEAI.

(e) When there is no appropriate complaints mechanism it is in the interests of all involved parties for the Developmental Educator who has determined there may be a breach to complete a written report on the incident to be kept in their personal files for future reference.

APPENDICES

Appendix A - Commonwealth Legislation - Guidelines

- Disability Discrimination Act (1992)
- Commonwealth Disability Services Act (1986)
- National Disability Insurance Scheme Act 2013
- Home and Community Care Act (1985)
- Work Health and Safety Act 2011
- Privacy Act (1988)
- Social Security Act (1991)
- Freedom of Information Act (1982)

Appendix B ~ State Legislation - Guidelines

- Disability Services Act (1993)
- Mental Health Act (2009)
- Guardianship and Administration (1993)
- Equal Opportunity Act (1984)
- Privacy Act (1991)
- Consent to Medical Treatment and Palliative Care Act (1995)
- Children's Protection Act (1993)
- Code of Conduct for Unregistered Health Practitioners, made under the Health and Community Services Complaints Regulations 2005
- Work Health and Safety Act 2012

Appendix C - International Statements, Treaties & Alliances - Guidelines

- United Nations Declaration of Human Rights (1946)
- United Nations Declaration Standard Rules on the Equalisation Opportunities for Persons with Disabilities (1993)
- United Nations Convention on the Rights of Persons with Disabilities (2006)

Please note that the above is not an exhaustive list. Refer to SA Law Handbook for more relevant legislation or visit <http://www.artsaccessaustralia.org/resources/advice-sheets/370-australian-disability-legislation-and-guidelines>

BIBLIOGRAPHY

American Psychological Association. (1992). 'Ethical principles of psychologists 2nd edition code of conduct'. *American Psychologist*, 47, (12), 1597-1611.

Australian Association of Social Workers Ltd. (1996). *Code of ethics. By -Laws on ethics*.

Bidmeade, I. (1994). *Justice for all*. Adelaide: Intellectual Disability Services Council, State Information Service.

Connelly, J., Rosser, K., White, M., & Wilson, H. (1992). *A question of rights*. Chippendale, NSW: Redfern Legal Centre Publishing.

Developmental Educators Association. (undated). *Ethics & practice*. Adelaide: Flinders University.

Developmental Educators Australia Incorporated. Vision and Mission Statements. www.deai.com.au

Code of Conduct for Unregistered Health Practitioners, made under the Health and Community Services Complaints Regulations 2005. www.hcsc.sa.gov.au