## People First Training Resource

Accessibility Standards for Customer Service, Ontario Regulation 429/07 Accessibility for Ontarians with Disabilities Act, 2005 (AODA)





#### PLEASE NOTE:

Southlake's People First Training Resource has been adapted from the following documents:

- Thunder Bay Regional Health Centre People First: A Helpful Guide to Disability and Assisting Those With Disabilities
- Training Resource (produced by the Ministry of Community and Social Services, February 2009), Accessibility Standards for Customer Service, Ontario Regulation 429/07 Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

It is not legal advice and should be read together with the official language of the Accessibility Standards for Customer Service, Ontario Regulation 429/07 ("the standard") and the Accessibility for Ontarians with Disabilities Act, 2005. If there is any conflict between this Resource, the standard and the Accessibility for Ontarians with Disabilities Act, the standard and the Accessibility for Ontarians with Disabilities Act are the final authorities.

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### **About the Training Resources**

The Accessibility Standards for Customer Service, Ontario Regulation 429/07, or the "Customer Service Standard" is now the law. As such, Southlake has a legal obligation to provide training to every employee, physician, student, volunteer, and contract worker on specific requirements of the Customer Service Standard.

Southlake's *People First Training Resource* is divided into 6 units and is designed to assist you in meeting the training requirements of the Customer Service Standard. It also provides tips, suggestions, and good practices that are above and beyond the legal requirements of the standard.

You may find it helpful to refer to the following for more information about providing service to people with disabilities:

- Guide to the Accessibility Standards for Customer Service, Ontario Regulation 429/07 at www.ontario.ca
- Compliance Manual: Accessibility Standards for Customer Service, Ontario Regulation 429/07 at www.ontario.ca
- www.AccessON.ca/compliance

### Feedback/Evaluation

Southlake is committed to continuously improving the educational materials we develop for Our People. If you have any suggestions or recommendations on how we can improve this resource to better meet our training requirements under the Customer Service Standards, please contact Corporate Communications at extension 2541.

# Unit 1: Accessibility for Ontarians with Disabilities Act, 2005

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) is a law in Ontario that allows the government to develop specific standards of accessibility and to enforce them.

### Who are people with disabilities?

When we think of disabilities, we tend to think of people who use wheelchairs and who have physical disabilities that are visible and obvious. But disabilities can also be invisible. We cannot always tell who has a disability. The AODA uses the same definition of "disability" as the Ontario Human Rights Code.

#### **AODA Section 2**

In this Act, "disability" means,

any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,

a condition of mental impairment or a developmental disability,

a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,

a mental disorder, or

an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

#### What are barriers?

When you think about accessibility, it is important to be aware of both visible and invisible barriers. A barrier is anything that keeps someone with a disability from fully participating in all aspects of society because of their disability.

### **Unit 2: The Customer Service Standard**

Ontario's accessible Customer Service Standard is now the law. It came into force on January 1, 2008. It is the first of five standards that will help lead the way to an accessible Ontario by 2025. Other standards include transportation, information and communications, the built environment, and employment.

### What does Southlake have to do to comply?

Southlake must:

- Establish policies, practices and procedures on providing goods or services to people with disabilities.
- Make reasonable efforts to ensure that policies, practices and procedures are consistent with the principles of independence, dignity, integration and equality of opportunity.
- Have a policy dealing with people's use of their own assistive devices to access goods or services or any other measures the organization offers to enable an individual access the goods or services.
- Communicate with a person with a disability in a manner that takes into account their disability.
- Let people with disabilities bring their service animals onto the parts of the premises open to the public or other third parties, except where the animal is otherwise excluded by law from the premises.
- Let people with disabilities be accompanied by their support persons while on the parts of the provider's premises open to the public or other third parties.
- If a provider charges admission, let people know ahead of time what, if any, admission will be charged for a support person.
- Provide notice when facilities or services that people with disabilities usually use to access goods or services are temporarily disrupted.
- Train anyone who interacts with the public or other third parties on the provider's behalf on topics outlined in the Customer Service Standard.
- Train anyone who is involved in developing the provider's customer service policies, practices and procedures on topics outlined in the Customer Service Standard.
- Establish a process for receiving and responding to feedback about the way the organization provides goods or services to people with disabilities, including the actions to be taken if a complaint is received, and make information about the process readily available to the public.

# Unit 3: How to Interact and Communicate With People Who Have Disabilities

### General tips on providing service to people with disabilities

- If you're not sure what to do, ask the person, "May I help you?" A person with disabilities knows if they need help and how you can provide it.
- Speak directly to the person with a disability, not to his or her support person or companion.
- Approach the person from the front, where they can see you. Speak in a normal voice. It can be insulting to speak loudly or slowly to a person with a disability, they will let you know if they have difficulty hearing or understanding you.
- Avoid stereotypes and make no assumptions about what type of disability or disabilities the person has. Some disabilities are not visible and people are not required to give you information about any disabilities they may have.
- Take the time to get to know the person's needs and focus on meeting those needs just as you would with any other person.
- Be patient. People with some kinds of disabilities may take a little longer to understand and respond. A good start is to listen carefully.
- If you cannot understand what the person is saying, politely ask them to repeat themselves.
- Don't touch or speak to service animals they are working and have to pay attention at all times.
- Know the appropriate language and terminology to use when referring to people with disabilities. For example:
  - Use "disability" or "disabled," not "handicap" or "handicapped."
  - Say "person with a disability," rather than "disabled person."
  - Use terms such as "Deaf", "oral deaf", deafened", or "hard of hearing", not "hearing impaired" or "deaf mute".

# Interacting and communicating with people who are Deaf, oral deaf, deafened or hard of hearing

People who have hearing loss may be Deaf, oral deaf, deafened or hard of hearing.

- **Culturally Deaf:** This term describes individuals who identify with and participate in the language, culture and community of Deaf people, based on sign language. Deaf Culture does not feel that hearing loss and deafness are an illness or disability, but a socio-cultural point of view, indicated by a capital D as in "Deaf culture". Most Culturally Deaf people communicate primarily in American Sign Language (ASL). Some Deaf people use hearing aids for environmental purpose. Culturally Deaf people may also use speech, residual hearing, hearing aids, speech reading and gesturing to communicate with people who DO NOT sign.
- **Oral deaf:** This term is generally used to describe individuals with a severe to profound hearing loss, with little or no residual hearing. Oral deaf people mainly use speech to communicate by using their residual hearing, hearing aids, cochlear implants, communication devices and/or lip reading. Some oral deaf people use sign language, such as American Sign Language (ASL) or Langue des signes québécoise (LSQ) to communicate.
- **Deafened or late-deafened:** This term describe individuals who grow up hearing or hard of hearing and, either suddenly or gradually, experience a profound hearing loss. Late-deafened people may not be able to understand speech and may require visual cues and written words to understand. They may benefit greatly by using captioning/ computerized note-taking and written words to understand. Lip-reading and sign language are acquired skills.
- **Hard of hearing:** This term is generally used to describe individuals whose hearing loss ranges from mild to severe, and occasionally profound. This includes seniors who may or may not acknowledge their hearing loss. Most hard of hearing people can understand some speech sounds with or without hearing aids, and often supplement their residual hearing with speech reading, hearing aids, and communication/listening devices. The term "person with hear hearing loss" is increasingly used and preferred.

### Types of assistance a person with hearing loss might use:

- Hearing aid or cochlear implants
- Paper and pen
- Personal amplification device (e.g., Pocket Talker)
- Phone amplifier
- Relay Service
- Teletypewriter (TTY)
- Hearing ear dog
- Support person such as a sign language interpreter.

### **General tips:**

- Attract the person's attention before speaking. Generally, the best way is by a gentle touch on the shoulder or with a gentle wave of your hand.
- Ask how you can help. Don't shout.
- Look at and speak directly to the person. Address him/her, not the interpreter or support person. Keep your face visible don't cover your face with hands and maintain eye contact.
- Move to a well-lit area, if available, where the person can see your face.
- Determine the language or communication device to be used and what personalized accommodations are required. It is the responsibility of Southlake staff to locate and provide communication support services and assistive devices in accordance with the preferred mode of communication indicated by the patient or his/her Substitute Decision Maker. (Please refer to: Southlake's "Deaf, Deafened and Hard of Hearing Patients and Substitute Decision Makers Support for," policy and procedure.)
- Be patient if you are using a pen and paper to communicate. American Sign Language may be your customer's first language. It has its own grammatical rules and sentence structure.
- Don't assume that the customer knows sign language or reads lips.
- Be clear and precise when giving directions, and repeat or rephrase if necessary. Confirm that your customer understands you.
- If the person uses a hearing aid or cochlear implant, reduce background noise or move to a quieter area, if possible, so the person can hear or concentrate better.

### Interacting and communicating with people who have vision loss

Vision loss reduces a person's ability to see clearly. Few people with vision loss are totally blind. Many have limited vision such as tunnel vision, where a person has a loss of peripheral or side vision, or a lack of central vision, which means they cannot see straight ahead. Some people can see the outline of objects while others can see the direction of light.

Vision loss can restrict your customers' abilities to read signs, locate landmarks or see hazards. Some of these customers may use a guide dog or white cane, but others may not. Sometimes it may be difficult to tell if a person has vision loss.

### Types of assistance a person with vision loss might use:

- Braille
- Large print
- Magnification devices
- White cane
- Guide dog
- Support person such as a sighted guide.

### **General tips:**

- Don't assume the individual can't see you.
- Don't touch your customer without asking permission.
- Offer your elbow to guide the person. If he or she accepts, walk slowly, but wait for permission before doing so. Lead don't pull.
- Identify landmarks or other details to orient your customer to the environment around him or her.
- Don't touch or speak to service animals they are working and have to pay attention at all times.
- Don't leave your customer in the middle of a room. Show him or her to a chair, or guide them to a comfortable location. If you need to leave your customer, let him or her know you are leaving and will be back.
- Identify yourself when you approach your customer and speak directly to him or her, even if he/she is accompanied by a companion.
- There is generally no need to raise your voice because the person does not necessarily have hearing loss. Say your name even if you know the person well as many voices sound similar.
- Be clear and precise when giving directions, e.g., two steps behind you, a metre to your left, etc. Don't use "over there" or point in the direction.
- If you're uncertain about how to provide directions, ask the person how to do so.
- Do not be afraid or embarrassed to use words such as "see", "read" and "look." People with vision loss also use these words.
- When providing printed information, offer to read or summarize it.
- Offer to describe information. For example, verbally itemize the bill or explain what the specials are or what is on the menu.

### Interacting and communicating with people who are deafblind

A person who is deafblind can neither see nor hear to some degree. This results in difficulties in accessing information and managing daily activities. Many people who are deafblind will be accompanied by an intervenor— a professionally trained individual who provides auditory and visual information to persons who are deaf blind.

Persons who are deaf blind communicate in many different ways, which can be determined by the nature of their condition, the age of onset, and what resources are available to them.

Methods of communication include:

- Braille
- Large print
- Print on paper (using black felt marker on non-glossy white paper or using portable white and black boards)
- Communication boards
- Hearing aid with built-in FM system
- Magnification equipment such as monocular or magnifier
- Teletypewriter (TTY)
- White cane
- Service animal
- Support person, such as an intervenor.

### **General tips**

- Don't assume what a person can or cannot do. Some people who are deafblind have some sight or hearing, while others have neither.
- A customer who is deafblind is likely to explain to you how to communicate with him or her or give you an assistance card or a note explaining how to communicate with him or her.
- Identify yourself to the intervenor when you approach your customer who is deafblind, but then speak directly to your customer as you normally would, not to the intervenor.
- Don't touch or address service animals they are working and have to pay attention at all times.
- Don't suddenly touch a person who is deafblind or touch them without permission.

# Interacting and communicating with people who have physical disabilities

There are many types and degrees of physical disabilities, and not all require a wheelchair. People who have arthritis, heart or lung conditions or amputations may also have difficulty with moving, standing or sitting. It may be difficult to identify a person with a physical disability.

### Types of assistance your customer might use:

- Elevator
- Mobility device (i.e., wheelchair, scooter, walker, cane, crutches)
- Support person
- Personal oxygen tank

### **General tips**

- Speak naturally and directly to your customer, not to his or her companion or support person.
- If you need to have a lengthy conversation with someone in a wheelchair or scooter, consider sitting so that you can make eye contact.
- Ask before you help. People with physical disabilities often have their own ways of doing things.
- Respect your customer's personal space. Do not lean over him or her or on his or her assistive device.
- Don't move items or equipment, such as canes and walkers, out of the person's reach.
- Don't touch assistive devices without permission. If you have permission to move a person in a wheelchair, remember to:
- Wait for and follow the person's instructions
- Confirm that your customer is ready to move
- Describe what you're going to do before you do it
- Avoid uneven ground and objects
- Don't leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.
- Let your customer know about accessible features in the immediate area (i.e., automatic doors, accessible washrooms, elevators, ramps, etc.).

## Interacting and communicating with people who have mental health disabilities

Mental health disabilities are not as visible as many other types of disabilities. You may not know that your customer has a mental health disability unless you're informed of it.

Examples of mental health disabilities include schizophrenia, depression, phobias, as well as bipolar, anxiety, and mood disorders.

A person with a mental health disability may have difficulty with one, several, or none of these:

- Inability to think clearly
- Hallucinations (e.g., hearing voices, seeing or feeling things that aren't there)
- Depression or acute mood swings (e.g., from happy to depressed with no apparent reason for the change)
- Poor concentration
- Difficulty remembering
- Apparent lack of motivation.

If someone is experiencing difficulty controlling his or her symptoms, or is in a crisis, you may want to help out. Be calm and professional and ask the person how you can best help.

### Types of assistance your customer might use:

- Service animal
- Support person.

### **General tips**

• Treat a person with a mental health disability with the same respect and consideration you have for everyone else.

- Be patient.
- Be confident and reassuring. Listen carefully and work with your customer to try to meet their needs.
- If someone appears to be in a crisis, ask him or her to tell you the best way to help.

## Interacting and communicating with people who have intellectual or developmental disabilities

People with intellectual or developmental disabilities may have difficulty doing many things most of us take for granted. These disabilities can mildly or profoundly limit the person's ability to learn, communicate, socialize, and take care of their everyday needs. You may not know that someone has this type of disability unless you are told.

As much as possible, treat your customers with an intellectual or developmental disability like anyone else. They may understand more than you think, and they will appreciate that you treat them with respect.

### Types of assistance your customer might use:

- Communication board (e.g., a Bliss board)
- Speech generating device
- Service animal
- Support person

### **General tips**

- Clearly identify yourself, your role and that you are trying to assist/help them.
- Don't assume what a person can or cannot do. Be supportive and patient.
- Use plain language and speak in short sentences. Provide one piece of information at a time
- Maintain eye contact. This shows respect and that you are genuinely listening and trying to help.
- To confirm if your customer understands what you have said, consider asking the person to repeat the message back to you in his or her own words.
- If you cannot understand what is being said, simply ask again.
- Speak directly to your customer, not to their companion or support person.
- Offer physical assistance and direction when necessary.
- Do not be offended by lack of/inappropriate response(s) or unconventional behaviour. Remain calm and be supportive – don't take the individual's actions personally.
- Address any inappropriate behaviour immediately explain any rules/regulations or behaviour expectations. It can be more difficult to explain why behaviour is inappropriate if it is not dealt with the first time.

# Interacting and communicating with people who have learning disabilities

The term "learning disability" describes a range of information processing disorders that can affect how a person acquires, organizes, expresses, retains, understands or uses verbal or non-verbal information.

Examples include dyslexia (problems in reading and related language-based learning); dyscalculia (problems in mathematics); and dysgraphia (problems in writing and fine motor skills).

It is important to know that having a learning disability does not mean a person is incapable of learning. Rather, it means they learn in a different way.

Learning disabilities can result in different communication difficulties for people. They can be subtle, such as difficulty reading, or more pronounced. They can interfere with your customer's ability to receive, express or process information. You may not know that a person has a learning disability unless you are told.

### Types of assistance your customer might use:

- Alternative technology for writing
- Calculator
- Scanning or reading technology
- Tape recorders, mini pocket recorders.

### **General tips**

- When you know someone with a learning disability needs help, ask how you can help.
- Speak naturally, clearly, and directly to your customer.
- Allow extra time if necessary people may take a little longer to understand and respond.
- Remember to communicate in a way that takes into account the customer's disability.
- Be patient and be willing to explain something again, if needed.

# Interacting and communicating with people who have speech or language impairments

Some people have problems communicating because of their disability. Cerebral palsy, hearing loss or other conditions may make it difficult to pronounce words or may cause slurring or stuttering. They also may prevent the person from expressing themselves or prevent them from understanding written or spoken language. Some people who have severe difficulties may use communication boards or other assistive devices.

### Types of assistance your customer might use:

- Communication board
- Paper and pen
- Speech generating device
- Support person.

### **General tips**

- Don't assume that because a person has one disability, they also have another. For example, if a customer has difficulty speaking, it doesn't mean they have an intellectual or developmental disability as well.
- Ask your customer to repeat the information if you don't understand.
- Ask questions that can be answered "yes" or "no" if possible.
- Try to allow enough time to communicate with your customer as they may speak more slowly.
- Don't interrupt or finish your customer's sentences. Wait for them to finish.

# Unit 4: Using Assistive Devices When Providing Services to a Person With a Disability

### Accessible services/accommodations available at Southlake

• Architectural and Structural

#### Doors

- Internal doors are automatic or have lever handles.
- External doors are motion sensored sliding doors and/or revolving.

#### **Elevators**

- All elevators are accessible and equipped with Braille buttons and audio tones
- Elevators in Medical Arts Building provide an automated voice feature

#### **Entrances** are all:

- accessible at ground level and without curbing.
- All entrances are equipped with automatic, sliding and/or revolving doors.

Handrails are available in main hallways, except the front foyers.

Washrooms - accessible washrooms are available on every level throughout the facility.

### Information and communication

**American Sign Language (ASL) Interpreters** are not on staff at Southlake. The Southlake staff, however, are responsible to locate/arrange interpreter services as required. For assistance, call Switchboard at extension "0".

Note: The Canadian Hearing Society, which is located at 713 Davis Drive, Newmarket, provides much of Southlake's interpreter services.

#### **Closed Captioning**

- Enabled on all waiting room televisions.
- Can be activated on televisions in patient rooms upon request. (If unsure, contact Switchboard for instruction by dialing 0.)

**Interactive registration kiosks** are located at the Main Entrance to the Hospital (Level 1, East Building), on Level 2 of the West Building, and on Level 4 of the Medical Arts Building.

#### **Teletypewriter (TTY) Text Phone Devices**

- For individuals wishing to contact Southlake using a TTY telephone number, please instruct them to dial 905-952-3062. One of Southlake's switchboard operators will receive the call and assist the individual accordingly.
- Southlake owns two TTY devices one is available at the Main Information Desk (Level 1, East Building) and one in the Emergency Department (Level 2, West Building). For individuals requesting the use of a TTY device while at Southlake, please contact Telecommunications at extension "0" for further information.
- Payphones that are TTY accessible are located in various locations throughout the Hospital (e.g., East Main Lobby and Emergency Department).

**Notetaking** - is the use of computer technology to provide live notes during a small meeting. A typist types the spoken content of the meeting on a computer and those notes are displayed on the computer screen or on a large screen or wall. The person who is unable to hear can read the typed notes. To arrange Notetaking services, contact Telecommunications at extension "0".

### **Other Supports**

#### Parking

Accessibility parking is available at every public entrance of the Hospital and on every level of the parking garage (elevator entrance).

**Courtesy volunteers** are available to meet and accompany patients throughout the organization. To prearrange this service, please Community Resources, at least 48 hours in advance, at 905-895-4521 ext 2104 – press 2.

**Wheelchairs** are available at the Main Entrance, Emergency Entrance, West Entrance, Main Entrance of Regional Cancer Centre.

#### Training on equipment or assistive devices

Southlake is required to ensure that we have staff trained and available on how to use the equipment or assistive devices that we offer to customers with disabilities. If you are unfamiliar with a device or how to operate it, please ask your direct supervisor for guidance.

### Communicating using a TTY and Bell Relay Service

A teletypewriter (TTY) is a device that allows users to send typed messages across phone lines. Many people who are Deaf, oral deaf, deafened, hard of hearing or deafblind use TTYs to call other individuals. If an individual requests the use of a TTY, please contact Telecommunications at extension "0" for guidance.

### Communicating with people with disabilities over the phone

- Speak naturally, clearly and directly.
- Don't worry about how the person's voice sounds. Concentrate on what they are saying.
- Don't interrupt or finish your customer's sentences. Give your customer time to explain or respond.
- If you don't understand, simply ask again, or repeat or rephrase what you heard and ask if you have understood correctly.
- If a telephone customer is using an interpreter or a Relay Service, speak naturally to the customer, not to the relay operator.
- If you encounter a situation where, after numerous attempts, you and your customer cannot communicate with each other due to the customer's disability, consider making alternate arrangements.

### Interacting with people who use assistive devices

- Many customers with disabilities will have their own personal assistive devices, such as wheelchairs, scooters or walkers. Don't touch or handle an assistive device without permission.
- When moving a person in a wheelchair remember to:
- Ask permission before moving the person
- Wait for and follow the person's instructions.
- Confirm that your customer is ready to move.
- Describe what you are going to do before you do it.
- Try to avoid uneven ground and objects.
- Don't leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.
- Don't move items or equipment, such as canes and walkers, out of your customer's reach.
- Respect your customer's personal space. Don't lean over him or her or on his or her assistive device.
- Let your customer know about accessible features in the immediate environment (e.g., automatic doors, accessible washrooms, etc.).

# What to do if a person with a disability is having difficulty accessing goods or services

Often, good customer service for people with disabilities can be achieved through simple and effective solutions to challenges. Remember, your customers are your best source for information about their needs. Ask them what you can do to help them. They will likely appreciate your attention and consideration for their needs.

### **Unit 5: Service Animals and Support Persons**

### **Service Animals**

The Customer Service Standard requires Southlake to let people with disabilities use their service animals in areas of the Hospital that are open to the public or to third parties unless the animal is otherwise excluded by law from the premises.

Under the standard, an animal is a service animal if it is readily apparent that the animal is used by the person for reasons relating to his or her disability, or if the person has a letter from a physician or nurse verifying that the animal is required for reasons relating to his or her disability.

For more information on your role in supporting Service Animals for people with disabilities, you are required to be familiar with the following documents available on Southlake's Intranet under Policies & Procedures – Administrative Documents – Administration Manual.

Accessibility – Customer Service Regulation policy Accessibility – Customer Service – Service Animals procedure

### **Support Persons**

A support person is an individual hired or chosen to accompany a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or access to goods or services.

People with disabilities must be allowed to use their support persons while accessing services at Southlake that are open to the public or third parties.

For more information on your role in supporting Support Persons for people with disabilities, you are required to be familiar with the following documents available on Southlake's Intranet under Policies & Procedures – Administrative Documents – Administration Manual.

Accessibility – Customer Service Regulation policy Accessibility – Customer Service – Support Persons procedure

### **Unit 6: Policies and Procedures**

For your information, the following policies and procedures pertaining to Accessibility and the Customer Service Standard are available on Southlake's Intranet site under Policies and Procedures – Administrative Documents – Administration Manual.

- Accessibility for Individuals with Disabilities policy
- Accessibility Customer Service Regulation, which addresses Southlake's policy on:
  - Training and Education
  - Assistive Devices
  - Service Animals
  - Notice of Service Interruption
  - Support Persons
- Accessibility Customer Service Service Animals procedure
- Accessibility Customer Service Service Disruption procedure
- Accessibility Customer Service Support Persons procedure
- Customer Feedback policy
- Customer Feedback procedure
- Deaf, Deafened and Hard of Hearing Patients and Substitute Decision Makers Support for, policy
- Deaf, Deafened and Hard of Hearing Patients and Substitute Decision Makers Support for, procedure

#### **PLEASE NOTE:**

Under the Customer Service Standards, you have a responsibility to be familiar with each of the above documents. If you have any questions or concerns, please speak directly to your immediate supervisor.

### How to find us:



- T The Tannery Mall, 465 Davis Drive
- M Medical Arts Building, 581 Davis Drive
- F Southlake Foundation, 615 Davis Drive
- P Parking
- H Southlake Regional Health Centre
- c Stronach Regional Cancer Centre
- Bridge crossing Davis Drive. Accessible from
- P3 of the Parking Garage and Level 3 of the Medical Arts Building.

For more information contact:

**Corporate Communications** 

Southlake Regional Health Centre 596 Davis Drive Newmarket, Ontario L3Y 2P9 Tel: 905-895-4521, ext. 2541 www.southlakeregional.org

