



Gofal Cymdeithasol **Cymru**
Social Care **Wales**

Asesiad

Uned 444 Cefnogi'r broses asesu a chynllunio gofal a chymorth

Deilliant Dysgu 3

Canolbwyntio ar Oedolion

Assessment

Unit 444 Support the assessment and care and support planning process

Learning Outcome 3

Focusing on Adults



Mae'r adnodd hwn wedi'i ddatblygu mewn partneriaeth â'r Consortiwm Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar ran Gofal Cymdeithasol Cymru. Mae'r consortiwm yn cynnwys y partneriaid canlynol:

This resource has been developed in partnership by the Social Services Practitioner (SSP) Consortium on behalf of Social Care Wales. The consortium is made up of the following partners:



Gofal Cymdeithasol Cymru a'i gynghorwyr penodedig sy'n berchen ar hawlfraint y deunyddiau hyn. Gall darparwyr dysgu, awdurdodau lleol a darparwyr gwasanaethau gofal yng Nghymru gopïo, atgynhyrchu, dosbarthu neu drefnu bod y Rhaglen Ddysgu Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar gael fel arall i unrhyw drydydd parti arall ar sail ddielw yn unig. Rhaid i unrhyw bartïon eraill sy'n dymuno copïo, atgynhyrchu, dosbarthu neu fel arall wneud y Rhaglen Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar gael i unrhyw drydydd parti arall geisio caniatâd ysgrifenedig Gofal Cymdeithasol Cymru ymlaen llaw.

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Sgiliau Astudio / Study Skills



Cyfeirnod / Referencing



Darllen / Reading



Ysgrifenu / Writing



Myfyrdod Beirniadol /
Critical Reflection



Cyfathrebiad /
Communication



Gwaith Grŵp / Group Work



Cyflwyniad / Presentation



Ymchwil / Research



Sgiliau rhyngpersonol /
Interpersonal Skills

Sgiliau Astudio Cudd / Hidden Study Skills

Peidiwch ag anghofio bod amrywiaeth o sgiliau wedi'u gwreiddio, gan gynnwys...

Trefniadaeth

Cadw amser

Cynllunio

Cymryd nodyn

Cynllunio Traethawd

Gwrandawriad

Datrys problemau

Penderfyniadau

Cwestiynu

Siarad yn effeithiol

Cyfathrebu llafar

Efallai y bydd rhai o'r rhain yn rhan o'ch sgiliau rhyngpersonol hefyd.

Don't forget there are a range of skills embedded including...

Organisation

Time keeping

Planning

Note taking

Essay planning

Listening

Problem solving

Decision making

Questioning

Effective speaking

Verbal communication

Some of these may form part of your Interpersonal Skills too.

Nod

- Ystyried ein rôl a'n cyfrifoldeb wrth gefnogi'r broses asesu wrth weithio gydag oedolion

Aim

- To consider our role and responsibility when supporting the assessment process when working with adults

Facilitator Notes

Welsh

atgoffwch y myfyrwyr eu bod wedi ystyried cymhwysedd yn Narlith 1

English

remind students that they considered eligibility in Lecture 1

Amcan

- I gynyddu fy nealltwriaeth o'r broses asesu

Objective

- To increase my understanding of the assessment process

Facilitator Notes

Welsh

hysbysu myfyrwyr y bydd y wybodaeth a rennir heddiw hefyd yn berthnasol i'r ddarlith yr wythnos nesaf ac i'r gwrthwyneb. Mae'n bwysig cofio ein bod yn gweithio gyda phobl 0 oed hyd at ddiwedd eu hoes ac yn eu cefnogi. Mae angen i'r ffordd yr ydym yn ymdrin â'n gwaith ystyried pa mor unigryw yw pob unigolyn a'i sefyllfa, ei allu i ddeall, boed yn oedolyn 82 oed neu'n blentyn 2 oed.

English

inform students that the information shared today will also apply to the lecture next week and vice versa. It is important to remember that we are working with and supporting people from the aged of 0 –to end of life. The way we approach our work needs to consider the uniqueness of each individual and their situation, their capacity to understand , whether this is an adult aged 82 or a child aged 2.

Astudiaethau dan gyfarwyddyd

Directed study

Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014

Cod Ymarfer Rhan 3

Social Services and Wellbeing (Wales) Act 2014

Code of Practice Part 3

Eich rôl a'ch cyfrifoldebau a sut mae hyn yn cefnogi'r broses asesu yn eich asiantaeth.

Your role and responsibilities and how this supports the assessment process in your agency.

Ymarfer Grŵp

- Rhannwch yn grwpiau o 3 o bobl nad ydych chi fel arfer yn eistedd gyda nhw.
- Cyflwynwch eich hunain a darganfyddwch pwy sydd wedi cyfarfod â'r person mwyaf enwog
- Y person hwnnw i ddechrau drwy rannu'r hyn y mae wedi'i ddysgu fwyaf am ei rôl a'r broses asesu o'r astudiaeth dan gyfarwyddyd-

Group Exercise

- Get into groups of 3 people who you do not normally sit with.
- Introduce yourselves and find out who has met the most famous person
- That person to start with sharing what their biggest learning about their role and the assessment process from the directed study-

Facilitator Notes

Welsh

Hwylusydd - sleid wedi'i hanimeiddio.

Mae hwn yn ymarfer 15 munud

Myfyrwyr i symud o gwmpas yr ystafell ddosbarth - unwaith y bydd myfyrwyr yn eu grwpiau symudwch ymlaen at y cyfarwyddiadau.

Mae gan fyfyrwyr 10 munud felly byddwch yn ddisgybledig yn eich grwpiau i sicrhau bod pawb yn cael cyfle i rannu

5 munud yn rhoi adborth i'r grŵp cyfan – Hwylusydd i gasglu adborth ar y siart troi.

Yr hwylusydd hefyd i gasglu themâu sy'n gysylltiedig â'r canlyniadau dysgu. Hwylusydd i sicrhau bod 5 elfen y broses asesu, canlyniadau llesiant, dulliau asesu sy'n seiliedig ar gryfderau a chanlyniadau yn cael eu cynnwys os nad yw myfyrwyr yn cynnwys y rhain yn eu hadborth.

English

Facilitator – slides are animated

This is a 15 minute exercise

Students to move around the classroom- once students are in their groups move on to the instructions.

students have 10 minutes so be disciplined in your groups to ensure everyone has the opportunity to share

5 minutes feeding back to the whole group – Facilitator to capture feedback on flip chart.

Facilitator to also capture themes linked to the learning outcomes. Facilitator to ensure the 5 elements of the assessment process, wellbeing outcomes, strengths based and outcome focused approaches to assessment are included if students do not include these in their feedback.



NB. This image is only available in English

Facilitator Notes

Welsh

Hwylusydd i dynnu sylw at y cymhlethdod wrth weithio gydag oedolion, os oes gan oedolyn y gallu i wneud penderfyniad (rydych chi eisoes wedi dysgu bod galluedd yn ymwneud â mater penodol) mae ganddo hawl hyd yn oed os ydym yn ei ystyried yn un annoeth.

English

Facilitator to highlight the complexity when working with adults, if an adult has capacity to make a decision (you have already learnt about capacity being issue specific) that's their right even if we consider it to be an unwise one.

Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014

- Beth yw prif ffocws asesiad?
- Rhaid i asesiad geisio nodi'r canlyniadau y mae'r person yn dymuno eu cyflawni ac asesu – ac os felly, i ba raddau – y mae angen darparu gofal a chymorth (neu gymorth yn achos gofalwyr); gwasanaethau ataliol; gwybodaeth, cymorth neu gyngor; neu faterion eraill a all gyfrannu at gyflawni'r canlyniadau hynny.

Social Services and Wellbeing (Wales) Act 2014

- What is the primary focus of an assessment?
- An assessment must seek to identify the outcomes that the person wishes to achieve and assess whether - and if so, to what extent - the provision of care and support (or support in the case of carers) is required; preventative services; information, assistance or advice; or other matters may contribute to the achievement of those outcomes.



Gofal Cymdeithasol Cymru
Social Care Wales

www.gofalcymdeithasol.cymru
www.socialcare.wales



Facilitator Notes

Welsh

Rhannwyd y 3 sleid nesaf yn y ddarlith gyntaf pan wnaethom ystyried y broses asesu, yr hyn sydd ei angen a chynllunio gofal a chymorth.

Gofynnwch y cwestiwn a gwahoddwch y myfyrwyr i fyfyrion am ychydig funudau ac yna cynnig rhannu eu myfyrdodau gyda'r grŵp cyfan.

English

The next 3 slides were shared in the first lecture when we considered the process of the assessment, what is required and care and support planning

Ask the question and invite students to reflect for a few minutes and then offer to share their reflections with the whole group.

All assessments must be undertaken in a manner that the local authority considers *proportionate* in the circumstances. Assessments must involve the person themselves (and any person with parental responsibility for them) and where feasible, their carer; or in the case of an assessment of a carer, the person for whom they provide or intend to provide care. <http://gov.wales/topics/health/socialcare/act/resources/?lang=en>

Cod Ymarfer Proffesiynol

- **Parchu safbwyntiau a dymuniadau, a hyrwyddo hawliau a buddiannau, unigolion a gofalwyr. (CoPP 1):**
- **1.1** gweithio gydag unigolion mewn ffyrdd sy'n canolbwyntio ar yr unigolyn a defnyddio hyn fel sail ar gyfer gofal a chymorth cymdeithasol;
- **1.2** parchu a, lle bo'n briodol, hyrwyddo a chynnal hawliau, gwerthoedd, credoau, safbwyntiau a dymuniadau unigolion a gofalwyr;
- **1.4** gweithio gydag unigolion a gofalwyr mewn ffyrdd sy'n parchu eu hurddas, preifatrwydd, dewisiadau, diwylliant, iaith a hawliau;
- **1.5** sicrhau bod eich gweithredoedd yn hyrwyddo cydraddoldeb, amrywiaeth a chynhwysiant.
-

Code of Professional Practice

- **Respect the views and wishes, and promote the rights and interests, of individuals and carers. (CoPP 1):**
- **1.1** working with individuals in person centred ways and using this as the basis for social care and support;
- **1.2** respecting and, where appropriate, promoting and upholding the rights, values, beliefs, views and wishes of both individuals and carers;
- **1.4** working with individuals and carers in ways that respect their dignity, privacy, preferences, culture, language and rights;
- **1.5** ensuring that your actions promote equality, diversity and inclusion.
-

Cod Ymarfer Proffesiynol

Adran 2- Rhaid i chi ymdrechu i sefydlu a chynnal ymddiriedaeth a hyder unigolion a gofalwyr

2.1 bod yn onest ac yn ddibynadwy

2.2 cyfathrebu mewn ffordd briodol, agored, gywir a syml.

Adran 5. Rhaid i chi weithredu gydag uniondeb a chynnal ymddiriedaeth a hyder y cyhoedd yn y proffesiynau gofal cymdeithasol

Code of Professional Practice

Section 2- You must strive to establish and maintain the trust and confidence of individuals and carers

2.1 being honest and trustworthy

2.2 communicating in an appropriate, open, accurate and straightforward way.

Section 5. You must act with integrity and uphold public trust and confidence in the social care professions

Dull sy'n canolbwyntio ar gryfder

Swyddogaeth y broses asesu a chynllunio yw nodi'r

- sgiliau
- galluedd
- Cymorth
- adnodd

sydd ar gael i unigolyn o'r tu mewn iddo, ei deulu a'i gymuned y gellir ei drefnu i ddiwallu ei anghenion gofal a chymorth a hybu ei lesiant

Strength based approach

It is the function of the assessment and planning process to identify the

- skills
- capacity
- support
- resource

available to an individual from within themselves, their family and their community that can be organised to meet their care and support needs and promote their well-being

Facilitator Notes

Welsh

Ategir hyn gan y 'Sgwrs Beth sy'n Bwysig.' Mae'r hyn sy'n bwysig i'r unigolyn yn amlwg yn ganolog i'r broses asesu a gall helpu i greu cyfleoedd ar gyfer newid os oes angen. Mae modelau ymarfer sy'n canolbwyntio ar gryfderau yn herio dulliau sy'n canolbwyntio asesu ar 'beth sydd o'i le', problemau a gwendidau ac yn ceisio, yn lle hynny, adeiladu ar wybodaeth, galluedd a chyflawniadau'r person sy'n cael ei asesu. *"Mae dull sy'n canolbwyntio ar gryfderau at ofal, cymorth a chynhwysiant yn dweud, gadewch i ni edrych yn gyntaf ar yr hyn y gall pobl ei wneud gyda'u sgiliau a'u hadnoddau a beth all y bobl o'u cwmpas ei wneud yn eu perthnasoedd a'u cymunedau. Mae angen i bobl gael eu gweld fel mwy na'u hanghenion gofal yn unig – mae angen iddynt fod yn arbenigwyr ac yn gyfrifol am eu bywydau eu hunain."* (Alex Fox, Shared Lives)

atgoffwch y myfyrwyr o bwysigrwydd cydgyhyrchu a chysylltu ag Uned 440

English

This is underpinned by the 'What Matters Conversation.' what matters to the individual is clearly central to the assessment process and can assist in creating opportunities for change if this is required.

Strengths-based models of practice challenge approaches that focus assessment on 'what is wrong', problems and weaknesses and seek, instead, to build upon the knowledge, abilities and achievements of the person being assessed. *"A strengths-based approach to care,*

support and inclusion says let's look first at what people can do with their skills and their resources and what can the people around them do in their relationships and their communities. People need to be seen as more than just their care needs – they need to be experts and in charge of their own lives.” (Alex Fox, Shared Lives)

remind students of the importance of co-production and connect to Unit 440

Sgwrs yr hyn sy'n Bwysig

- Canolbwyntio ar ganlyniadau personol
- Rhannu pŵer a siarad yn gyfartal
- Archwilio beth sy'n bwysig i'r person sy'n ceisio gofal a chymorth

What Matters Conversation

- A focus on personal outcomes
- Sharing power and speaking as equals
- Exploring what is important to the person seeking care and support

Facilitator Notes

Welsh

Mae myfyrwyr eisoes wedi archwilio pwysigrwydd y sgwrs beth sy'n bwysig atgoffwch y myfyrwyr o bwysigrwydd bod yn anfeirniadol

Rydyn ni nawr yn mynd i archwilio sut y gall safbwyntiau a dymuniadau newid yn ystod y cam asesu a chynllunio.

English

Students have already explored the importance of the what matters conversation remind students of the importance of being non- judgemental

We are now going to explore- how views and wishes may change during the assessment and planning stage.

Empathi

- Mae Ingram (2013) yn dadlau mai empathi yw sylfaen datblygu perthynas waith dda ag unigolyn.
- Ydych chi'n cytuno neu'n anghytuno â'r datganiad uchod?

Empathy

- Ingram (2013) argues that empathy is the foundation of developing a good working relationship with an individual.
- Do you agree or disagree with the above statement?

Paratoi

- Rhagdybiaeth
- Cydsyniad
- Pwy sy'n adnabod y person yma orau?
- Gyda phwy arall y mae angen i mi siarad?
- Pwy sy'n gysylltiedig â'r mater?
- Beth yw'r dull gorau i'w gymryd?
- Ystyried cynllunio gofal ymlaen llaw

Preparation

- Hypothesis
- Consent
- Who knows this person the best?
- Who else do I need to talk to?
- Who else is involved?
- What is the best approach to take?
- Consider advance care planning

ailedrych

Symbolaidd

Di-eiriau

Llafar

Ysgrifenedig

o'r ddarlith flaenorol

ystyriwch eich gwerthoedd eich hun – ydy'r sefyllfa hon yn gyfarwydd i mi, a yw'n rhywbeth sy'n achosi pryder, er enghraifft trais yn y cartref, unigolyn yn byw mewn cartref anniben ac afreolus, yfed gormod o alcohol ac ati.

myfyriwch a yw'r sefyllfa'n effeithio arnoch chi'n isymwybodol

ydw i'n gwybod digon am y mater sy'n codi - dementia, clefyd cronig yn yr arennau ac ati.

cynllunio gofal ymlaen llaw a gall gynnwys unrhyw beth sy'n bwysig i chi. Enghreifftiau o bethau y gallech fod am eu cynnwys yn eich cynllun yw:

Sut rydych chi'n hoffi gwneud pethau, er enghraifft, os yw'n well gennych gael cawod yn lle bath, neu os hoffech chi gysgu gyda'r golau ymlaen.

Sut rydych chi am i unrhyw gredoau crefyddol neu ysbrydol sydd gennych chi gael eu hadlewyrchu yn eich gofal.

Pa bobl – fel ffrindiau agos neu deulu – yr hoffech chi fod yn rhan o'ch gofal.

Pwy hoffech chi wneud unrhyw benderfyniadau os oes dewisiadau i'w gwneud am eich gofal.

Ble hoffech chi gael gofal pan fyddwch chi'n marw (gweler ein hadran ar [ddewis ble i farw](#)).

Unrhyw faterion ymarferol y mae gennych bryderon yn eu cylch, megis pwy fydd yn gofalu am eich ci os byddwch yn mynd yn sâl.

revisit

Symbolic

Non verbal

Verbal

Written

from previous lecture - communication with adults

consider your own values - is this situation familiar to me, is it something that bothers, for example domestic violence, individual living in a cluttered and disorderly home, drinking too much alcohol etc.

reflect on whether the situation is impacting on you subconsciously

do I know enough about the issue presenting itself - dementia, chronic kidney disease etc.

advance care planning can include anything that's important to you. Examples of things you may like to include in your plan are:

How you like to do things, for example if you prefer a shower instead of a bath, or like to sleep with the light on.

How you want any religious or spiritual beliefs you hold to be reflected in your care.

Which people – such as close friends or family – you would like to be involved in your care.

Who you would like to make any decisions if there are choices to be made about your care.

Where you would like to be cared for when you are dying (see our section on [choosing where to die](#)).

Any practical issues you have concerns about, such as who will look after your dog if you become ill.

Offer a ddefnyddiwn i ddeall sefyllfa oedolyn

- Genogram (coeden deulu)
- Map eco
- Albwm Lluniau
- Stori (Dull Naratif)
- Geiriau a lluniau

Tools we use to understand an adult's situation

- Genogram (Family Tree)
- Eco map
- Photo Album
- Story (Narrative Approach)
- Words and pictures

Facilitator Notes

Welsh

Rydym wedi ystyried yr offer y gallem eu defnyddio - hwylusydd i ychwanegu eraill a rannwyd gan y grŵp yn narlith 2.

Mae'r offer hyn yn ein helpu i gasglu gwybodaeth a deall unigolion a/neu eu gofalwyr o ran eu hanes, bywydau beunyddiol, diwylliant, dymuniadau, hoffterau ac anghenion

English

We have considered the tools we might use- facilitator to add others that the group shared in lecture 2.

These tools help us to gather information and understand individual's and/or their carers, history, daily lives, culture, wishes , preferences and need

Tuedd anymwybodol

- Oed
- Anabledd
- Ffydd
- Rhyw
- Hawliau Dynol
- Iaith
- Cyfeiriadedd rhywiol
- Trosedd Casineb
- Trawsryweddol

• <https://gov.wales/topics/people-and-communities/equality-diversity/rightsequality/?lang=en>

Unconscious bias

- Age
- Disability
- Faith
- Gender
- Human Rights
- Language
- Sexual orientation
- Hate Crime
- Transgender

• <https://gov.wales/topics/people-and-communities/equality-diversity/rightsequality/?lang=en>

Facilitator Notes

Welsh

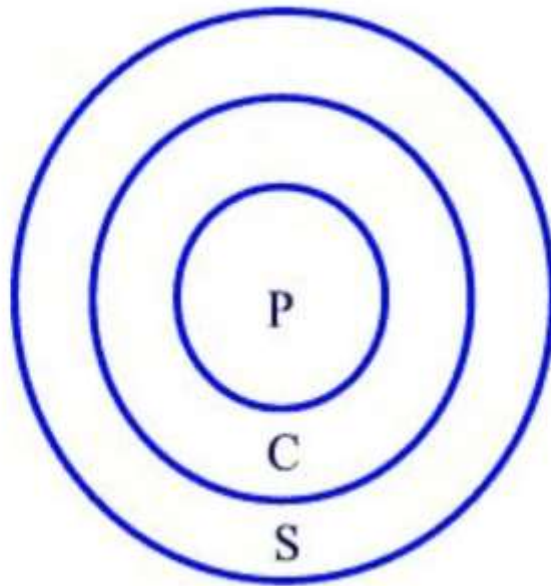
Mae'r cyfrifoldeb arnom i herio stereoteipiau a hefyd ein 'tuedd anymwybodol' ar y canlynol...

English

The onus upon us to challenge stereotypes and also our 'unconscious bias' on the following...

Thompson's PCS Model

Model PCS Thompson



Facilitator Notes

Welsh

Personol neu seicolegol: ein meddyliau, ein teimladau, ein gweithredoedd, ein hagweddu.

English

Personal or psychological: our thoughts, feelings, actions, attitudes.

Mae allgáu cymdeithasol yn effeithio ar bob agwedd ar fywyd:

Social exclusion has an impact on the all aspects of life:



Levitas, R., Pantazis, C., Fahmy, E., Gordon, D., Lloyd, E. and Patsios, D. (2007) The Multidimensional Analysis of Social Exclusion, A Research Report for the Social Exclusion Task Force

NB. This image is only available in English.

Facilitator Notes

Welsh

Gan symud ymlaen o'r ymarfer mae'n bwysig ein bod yn edrych ar unigolion yn y cyd-destun ehangach - cofiwch fodel PCS Thompson o'r wythnos ddiwethaf? Os ydyn ni'n meddwl ein bod ni i gyd yn gysylltiedig mae'n bwysig ein bod ni fel gweithwyr yn ystyried sut mae unigolion yn cael eu cau allan. Siaradwch drwy'r ddelwedd ac ychwanegu enghreifftiau Er enghraifft mae gennym ni'r nifer fwyaf o blant yn byw mewn tlodi yn y DU er bod polisi cymdeithasol yn addo dileu hyn – a allwn ni felly asesu plentyn heb ystyried tlodi?

English

Moving on from the exercise it is important that we view individuals in the wider context- remember Thompson's PCS model from last week? If we think about us all being connected it is important that as workers we consider how individuals are excluded . talk through the image and add examples

For example we have the most children living in poverty in the UK despite social policy promising to eradicate this- can we therefore assess a child without considering poverty?

Cwestiwn graddio

Ar raddfa o 0 -10 lle mae 10 yw rwy'n gwybod popeth sydd i'w wybod am effaith tlodi, digartrefedd, anabledd a dibyniaeth ar gyffuriau ac alcohol ar unigolyn, barn/disgwyliadau cymdeithasol a sut y gall y strwythur sy'n ymwneud â'r materion hyn arwain at ragor o allgáu cymdeithasol ac 0 yw rwy'n gwybod rhywfaint am y materion hyn, ond nid wyf wedi meddwl amdano mewn gwirionedd fel hyn, beth fyddai eich sgôr chi heddiw?

Scaling question

On a scale of 0 -10 where 10 is I know everything there is to know about the impact of poverty, homelessness, disability and drug and alcohol dependency on an individual, societal views/expectations and how the structure surrounding these issues can result in further social exclusion and 0 is I know something about these issues, but have not really thought about it in this way, where would you rate it today?

Facilitator Notes

Welsh

mae angen i fyfyrwyr fachu darn o bapur i luniadu graddfa ac ateb y cwestiwn - unwaith iddynt wneud hyn gofynnwch y canlynol
Beth sy'n eich rhoi chi ar y rhif hwnnw
Beth fyddai'n eich helpu i symud ychydig i fyny'r raddfa.

Mae hwn yn ddull sy'n canolbwyntio ar atebion i gwestiynu – mae'n bwysig deall y rhesymau dros y rhif yn hytrach na dim ond ysgrifennu'r rhif fel y gallwn fod yn gliriach ynghylch y rhesymau pam y dewiswyd y rhif hwnnw.

English

students need to grab a piece of paper to draw a scale and answer the question- once they have done this ask the following

What puts you at that number

What would help you move just a little bit up the scale.

This is a solution focused approach to questioning – it is important to understand the reasons for the number as opposed to just writing down the number so that we can be clearer about the reasons why that number was chosen.

Ymarfer unigol

- Gan fyfyrrio ar eich gwaith gwnewch restr o'r amseroedd y newidiodd unigolyn ei farn neu ei hoffter – beth helpodd i wneud y newid hwn?
- A fu adegau pan fyddwch wedi newid eich barn yn ystod y broses asesu.

Individual exercise

- Reflecting on your work make a list of the times an individual changed their view or preference – what helped make this change?
- Has there been times when you have changed your view during the assessment process?

Facilitator Notes

Welsh

Ymarfer 5 munud
gofynnwch i fyfyrwyr wirfoddoli i rannu eu syniadau.

English

5 minutes exercise
ask students to volunteer to share their thoughts.

Newid

- Rwy'n dod yn fwy ymwybodol o fy sefyllfa ac achos y pryder
- Mae fy nheulu a rhwydwaith yn gallu fy helpu.
- Nid yw cael gofalwyr yn dod i mewn i'm ymolchi yn rhywbeth rydw i ei eisiau.
- Rydw i eisiau aros yn fy nghartref fy hun – waeth beth fydd yn digwydd.
- Nid wyf am i'm teulu ofalu amdanaf

Change

- I become more aware of my situation and the cause of the worry
- My family and network are able to help me.
- Having carers come into to wash me is not what I want.
- I want to stay in my own home – no matter what happens.
- I do not want my family to care for me

Facilitator Notes

Welsh

Hwylusydd i fynd trwy'r datganiadau gan ofyn i fyfyrwyr a ydyn nhw wedi dod ar draws sefyllfaoedd fel hyn - gofyn beth oedd wedi newid meddwl yr unigolyn - Cysylltu â darlith 2 yr uned hon - cylch newid.

Ystyriwch y rhwystrau i gael mynediad at ofal a chymorth ar yr adeg hon a sut y gallai mabwysiadu dull gwahanol gynorthwyo'r unigolyn i wneud penderfyniad gwybodus am ei anghenion gofal a chymorth.

A yw'r rhwystr yn gorfforol, yn emosiynol neu'r unigolyn ei hun

English

Facilitator to go through the statements asking students whether they have come across situations like this- ask what was it that changed the individuals mind- Connect to lecture 2 of this unit- cycle of change.

Consider the barriers to accessing care and support at this point and how adopting a different approach might assist the individual in making an informed decision about their care and support needs.

is the barrier , physical , emotional or the individual themselves

Pwy ddylai fod yn rhan o'r asesiad?

- Pwy sy'n penderfynu pwy sy'n cymryd rhan?
- A oes angen i ni ystyried Galluedd Meddyliol a phenderfyniadau lles pennaf.
- Gweithwyr proffesiynol sy'n ymwneud â'r unigolyn

Who should be involved in the assessment?

- Who decides who is involved?
- Do we need to consider Mental Capacity and best interests decisions?
- Professionals involved with the individual

Facilitator Notes

Welsh

Hwylusydd – mae animeiddiadau ymlaen

Gofynnwch i'r myfyrwyr weiddi eu hymatebion i'r pwyntiau a wnaed, a'u rôl a'u cyfrifoldebau.

Wrth ofyn y cwestiwn ynghylch galluedd meddyliol – penderfyniadau lles pennaf – gofynnwch i'r grŵp sy'n gyfrifol amdano – gweithiwr cymdeithasol – meddyg teulu ac ati

English

Facilitator – animations are on

Ask students to shout out their responses to the points made, and their role and responsibilities.

When asking the question re mental capacity – best interests decisions- ask the group whose responsibility it is – social worker- GP etc

Cyfuno asesiadau

Combining assessments

- Cyfuno asesiad person o angen am ofal a chymorth ag asesiad o'i ofalwr
- Local Authorities may combine a person's assessment of need for care and support with the assessment of his or her carer

Facilitator Notes

Welsh

Gall awdurdod lleol gyfuno asesiad oedolyn neu blentyn ac asesiad gofalwr os yw'n ystyried y byddai'n fuddiol gwneud hynny ac os yw'r gofalwr a'r person sy'n derbyn gofal (neu'r person(au) sydd â chyfrifoldeb rhiant yn achos plentyn) yn cytuno.

Er mwyn osgoi dyblygu asesiadau, dylai'r asiantaethau / partneriaid sy'n gysylltiedig weithio'n agos gyda'i gilydd i gyflwyno asesiad cydgysylltiedig sydd wedi'i siapio o amgylch y person. Dylai ymarferwyr sicrhau bod barn ac arbenigedd gweithwyr proffesiynol eraill yn cael eu hystyried.

Rhaid i ddull yr awdurdod lleol o asesu a chymhwysedd gael ei gyfleu'n glir fel bod pawb yn gallu deall sut i gael mynediad at asesiad, beth mae asesiad yn ei olygu, sut y caiff ei gynnal, pwy fydd yn cymryd rhan a beth mae'n ei olygu iddyn nhw.

Pwynt dysgu allweddol

Gall awdurdod lleol gyfuno asesiad oedolyn neu blentyn ac asesiad gofalwr os yw pob parti yn cytuno.

English

A local authority may combine an adult's or child's assessment and a carer's assessment if it considers it would be beneficial to do so and if the carer and the cared for person (or person(s) with parental responsibility in the case of a child) agree.

In order to avoid the duplication of assessments the agencies / partners involved should work closely together to deliver a co-ordinated assessment that is shaped around the person. Practitioners should ensure other professionals' views and expertise are taken into account.

The local authority's approach to assessment and eligibility must be clearly communicated so that all people can understand how to access an assessment, what is involved in an assessment, how it will be undertaken, who will be involved and what it means for them.

Key learning point

A local authority may combine an adult's or child's assessment and a carer's assessment if all parties agree.

Gofalwyr anffurfiol

- Mewn grwpiau o 3
- Astudiaeth achos – Aled

Informal carers

- In groups of 3
- Case study – Aled

Facilitator Notes

Welsh

dosbarthu astudiaeth achos

15 munud

Ewch drwy'r cwestiynau – gall myfyrwyr ddefnyddio eu dyfeisiau i ymchwilio os oes angen rhowch papur siart troi a phin ysgrifennu i'r myfyrwyr enwebu rhywun i roi adborth

gwahodd myfyrwyr i dynnu lluniau o'r gwaith sydd wedi'i gwblhau

English

hand out case study

15 minutes

Go through the questions – students can use their devices to research if they need to students to be provided with flipchart paper and a pen-nominate someone to feedback

invite students to take photos of the work that has been completed

Myfyrio

- Beth os nad oedd gan Aled alluedd meddyliol ac nad oedd yn gallu cyfathrebu ar lafar - beth fyddai eich camau nesaf?
- Beth fyddai eich her fwyaf? Her fwyaf Aled?

Reflection

- What if Aled did not have mental capacity and was not able to communicate verbally- what would your next steps be?
- What would be your biggest challenge? Aled's biggest challenge?

Facilitator Notes

Welsh

Eiriolaeth -

Pwy sy'n adnabod Aled orau?

cysylltu i mewn i'r genogram- oes yna berson mae Aled yn ymddiried ynddo fwyaf.

Cael cymhorthion gweledol - efallai mai ffotograff fydd hwn

English

Advocacy –

Who knows Aled the best?

linking into the genogram- is there a person Aled trusts the most.

Having visual aids- this might be a photograph

Rheoli heriau

Sut ydych chi'n rheoli heriau ar hyn o bryd?

Ar eich pen eich hun, gan feddwl am sefyllfa ddiweddar a oedd yn eich herio, ysgrifennwch yr hyn a wnaethoch, yr hyn a ddywedasoch, a helpodd i newid y sefyllfa.

Managing challenges

How do you currently manage challenges?

On your own think of a recent situation that challenged you, write down what you did and what you said that helped to change the situation.

Facilitator Notes

Welsh

mae gan fyfyrwyr 3 munud i gwblhau'r ymarfer hwn
5 munud o rannu gyda'r person nesaf atynt
7 munud i roi adborth i'r prif grŵp
hwylusydd i ddsbarthu gwybodaeth am reoli ymddygiad heriol

English

students have 3 minutes to complete this exercise
5 minutes to share with the person next to them
7 minutes to feed back to the main group
facilitator to hand out information on managing challenging behaviour

Pendantrwydd

- 'Mae'n golygu gallu gwneud eich cyfraniadau eich hun yn hyderus tra'n gwerthfawrogi a pharchu'r cyfraniad a wneir gan eraill' (Moss.2017:29)

Assertiveness

- 'It involves being able to make your own contributions confidently whilst valuing and respecting the contribution made by others' (Moss.2017:29)

Facilitator Notes

Welsh

Mae hyn yn berthnasol i'r unigolyn a ninnau fel gweithwyr helpu'r unigolyn rydym yn ei gefnogi i ddeall gwybodaeth, ei asesiad a'r rhesymau pam y gwnaed penderfyniadau.

English

This applies to both the individual and ourselves as workers helping the individuals we are supporting to understand information, their assessment and the reasons why decisions have been made.

Pryd Disgrifiwch y sefyllfa
neu'r ymddygiad sy'n eich poeni

Rwy'n teimlodywedwch sut
mae'n gwneud i chi deimlo

Oherwydddywedwch beth
yw'r sefyllfa neu'r ymddygiad sydd
yn
eich cynhyrfu

Beth hoffwn i ywesboniwch
beth hoffech chi i fod yn wahanol.

When Describe the
situation or behavior that is troubling
you

I feelsay how it makes you
feel

Becausesay what it is
about the situation or behavior that
upsets you

What I would like isexplain
what you would like to be different.



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Myfyrio

awgrymiadau

- Eiriolaeth -
- Pwy sy'n adnabod Aled orau?
- cysylltu i mewn i'r genogram - oes yna berson mae Aled yn ymddiried ynddo fwyaf.
- Cael cymhorthion gweledol - efallai mai ffotograff fydd hwn
- Bwrdd/llyfr cyfathrebu

Reflection

suggestions

- Advocacy –
- Who knows Aled the best?
- Linking into the genogram- is there a person Aled trusts the most.
- Having visual aids- this might be a photograph album
- Communication board /book

Gwerthoedd sy'n sail i'r broses asesu

- Parch
- Cydraddoldeb
- Bod yn anfeirniadol
- Sylw cadarnhaol diamod
- Arfer gwrth-wahaniaethol

Values that underpin the assessment process

- Respect
- Equality
- being non judgmental
- Unconditional positive regard
- Anti discriminatory practice

Enghraifft o Ymarfer

Practice Example

- Mae Annie mewn ward ar gyfer pobl hŷn â dementia. Dywed staff gofal fod ei hymddygiad yn dod yn fwyfwy anrhagweladwy. Ddoe, daeth yr ymarferydd gwaith cymdeithasol sydd newydd gael ei neilltuo i weithio gydag Annie i ymweld â hi. Eisteddodd wrth ei hymyl wrth erchwyn ei gwely, cymerodd Annie sip o'r cwpan a'i boeri at y gweithiwr gofal cymdeithasol ac yna taflodd y cwpan ati.
- Annie is in a ward for older people with dementia. Care staff report that her behaviour is becoming increasingly unpredictable. Yesterday, the social work practitioner who has been newly assigned to work with Annie came to visit her. She sat beside her at her bedside, Annie took a sip from the cup and spat it at the social care worker and then threw the cup at her.

- How would you deal with this?
- What could be the reasons for this?
- What might cause challenging behaviour?
- How might this impact upon the practitioner and their work with Annie?

No welsh translation provided

Astudiaethau dan gyfarwyddyd

- Darllenwch drwy'r astudiaeth achos ar Nathan ac atebwch y cwestiynau

Directed study

- Read through the case study on Nathan and answer the questions

Yr hwylusydd i ddsbarthu'r astudiaeth achos

Facilitator to hand out the case study

Diolch
Thank you

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