Gofal Cymdeithasol Cymru
Social Care Wales

Asesiad

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

Deilliant Dysgu 4

Datblygu cynlluniau gofal a chymorth yn
seiliedig ar asesiad a chanlyniadau y
cytunwyd arnynt

Assessment

Unit 444 Support the assessment and
care and support planning process

Learning Outcome 4

Develop care and support plans based on
assessment and agreed outcomes

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:

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Social Care **Wales**

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Sgiliau Astudio / Study Skills

Cyfeirnodi / Referencing

Darllen / Reading

Ysgrifenu / Writing

Myfyrdod Beirniadol /
Critical Reflection

Cyfathrebiad /
Communication

Gwaith Grŵp / Group Work

Cyflwyniad / Presentation

Ymchwil / Research

Sgiliau rhyngbersonol /
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

Gwrandawiad

Datrys problemau

Penderfyniadau

Cwestiynu

Siarad yn effeithiol

Cyfathrebu llafar

Efallai y bydd rhai o'r rhain yn rhan o'ch sgiliau rhyngbersonol 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

- Archwilio pwysigrwydd datblygu cynlluniau gofal a chymorth gyda'r unigolyn a/neu ei ofalwr

Aim

- To explore the importance of developing care and support plans with the individual and/or their carer

Amcanion

- Gallu disgrifio pam ei bod yn bwysig i lais unigolion a/neu eu gofalwyr fod yn ganolog i'r broses cynllunio gofal a chymorth.

- Cynyddu eich ymwybyddiaeth o bwysigrwydd cael cynlluniau clir, sy'n cael eu deall gan bawb sy'n gysylltiedig.

- Cynyddu eich dealltwriaeth o'r broses cynllunio gofal a chymorth.

Objectives

- To be able to describe why it is important for individuals and /or their carers voice to be central to the care and support planning process.

- To increase your awareness of the importance of plans being clear, and understood by all who are involved.

- To increase your understanding of the care and support planning process.

Astudiaethau dan gyfarwyddyd

- Darllenwch drwy God Ymarfer Rhan 4 Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014 - Diwallu Anghenion

- Pam mae cydgynhyrchu yn bwysig wrth ddatblygu cynlluniau gofal a chymorth?

- Sut ydych chi'n cysylltu â theuluoedd, ffrindiau, rhwydweithiau a'r gymuned ar hyn o bryd wrth ddarparu cymorth i'r unigolyn?

- Sut ydych chi'n adolygu cynlluniau gofal a chymorth ar hyn o bryd? Pwy arall sy'n rhan o'r broses hon?

- Dewch â chopi gwag o gynllun gofal a chymorth a ddefnyddir gan eich asiantaeth

Directed study

- Read through Social Services and Wellbeing (Wales) Act 2014 Code of Practice Part 4 – Meeting Needs

- Why is co-production important when developing care and support plans?

- How do you currently connect with families, friends, networks and the community in providing support to the individual?

- How do you currently review care and support plans? Who else is involved in this process?

- Bring a blank copy of a care and support plan used by your agency

Gwaith pâr

- Mewn parau rhannwch eich ymatebion i'r cwestiynau a ofynnwyd fel rhan o'r astudiaeth dan gyfarwyddyd.
- Cytunwch ar ymateb ac ysgrifennwch hwn ar bapur siart troi i'w rannu gyda'r grŵp

Pairs work

- In pairs share your responses to the questions posed as part of the directed study.
- Agree a response and write this on flip chart paper to share with the group

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Facilitator Notes

Welsh
Hwylusydd i ddarparu papur siart troi a beiros.

Hwylusydd i ofyn cwestiynau i ddatblygu dealltwriaeth o'r broses ymhellach.
cysylltwch hyn ag unedau a darlithoedd blaenorol, gan ddangos yn glir sut mae'r holl ddysgu wedi'i gysylltu.

English
Facilitator to provide flip chart paper and pens.

Facilitator to ask questions to further develop understanding of the process.
connect this to previous units and lectures, clearly demonstrating how all of the learning is connected.

Cynlluniau gofal a chymorth

- Oedolion

- Plant

Care and support plans

- Adults

- Children

Facilitator Notes

Welsh

Yr hwylusydd i ofyn beth yw'r tebygrwydd rhwng cynlluniau gofal a chymorth ar gyfer oedolion a phlant – myfyrwyr i weiddi allan - hwylusydd i gofnodi ar siart troi

- seiliedig ar hawliau
- llais yr oedolyn a'r plentyn yn ganolog
- yn cynnwys eu dymuniadau a'u teimladau
- cyfeiriwch at y canlyniadau llesiant
- ystyried rhwydwaith teulu a ffrindiau.
- cytuno ar y cynllun gofal a chymorth
- cynllun wrth gefn
- sut y bydd y cynllun yn cael ei fonitro
- adolygu - ar gyfer plant uchafswm o 6 mis oedolion 12 mis

gwahaniaethau.
mae angen i gynllun plentyn ystyried dymuniadau'r person sydd â CRh
mae gan y plentyn lai o reolaeth
gallai materion galluedd o ran oedolion gynnwys dymuniadau'r person sy'n eiriol dros yr oedolyn
ac ati

English

Facilitator to ask what are the similarities between care and support plans for adults and children – students to shout out- facilitator to record on flip chart

- rights based
- the voice of the adult and child is central
- includes their wishes and feelings
- reference to the wellbeing outcomes
- considered family and friends network.
- the care and support plan is agreed
- contingency plan
- how the plan is going to be monitored
- reviewed- for children max 6 months adults 12 months

differences.

a child's plan needs to consider the wishes of the person with PR

the child has less control

capacity issues re adults might involved the wishes of the person advocating for the adult

etc

Fformat a chynnwys cynlluniau

Format and content of plans

Egwyddorion	• Llesiant, yn canolbwyntio ar yr unigolyn ac yn seiliedig ar ganlyniadau • Clir a chryno • Diogelu • Wedi'i integreiddio
Fformat cynlluniau	• Yn seiliedig ar NMDS • Cytunwyd gan yr awdurdod lleol ac iechyd • Y Gymraeg wedi'i chynnwys
Cynnwys cynlluniau	• Canlyniadau • Angen am gefnogaeth ac adnoddau • Camau gweithredu a sut y cânt eu monitro • Taliadau uniongyrchol

Principles	• Well-being, person-centred and outcome-based • Clear and concise • Safeguarding • Integrated
Format of plans	• Based on NMDS • Agreed by the local authority and health • Welsh language built in
Content of plans	• Outcomes • Need for support and resources • Actions and how monitored • Direct payments

Gwaith grŵp

- Os nad yw'r plentyn (person â CRh) neu oedolyn yn rhan o'r broses o drafod neu ddatblygu'r cynllun, mae'n sicr o fethu? Ydych chi'n cytuno neu'n anghytuno â'r datganiad uchod?

Group work

- If the child (person with PR) or adult is not involved in the negotiation or development of the plan, it is doomed to fail?
- Do you agree or disagree with this statement?

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Facilitator Notes

Welsh
10 munud yn eich grŵp

darparu tystiolaeth i gefnogi eich safbwynt

English
10 minutes in your group

provide evidence to support your position

Facilitator Notes

English
10 minutes to write down the methods you use to include children and adults in the care and support planning process.
remind students that the care and support plan need to include both the eligible need and those needs that are being met so that the Local Authority is aware and can arrange for the met need to be reassess if it can no longer be met.

transition to next slide How do we address /manage risk?

Risg

Mae cymryd risg yn hanfodol i wneud penderfyniadau dynol, ac felly i ymarfer gwaith cymdeithasol wrth gynghori a chefnogi unigolion i wneud penderfyniadau. Felly rydym yn defnyddio'r term risg fel sefyllfa gwneud penderfyniadau lle mae'r canlyniadau'n ansicr a lle ceisir buddion ond bod canlyniadau annymunol yn bosibl.

(Taylor B. t12)

Risk

Taking risk is intrinsic to human decision making, and hence to social work practice in advising and supporting individuals to make decisions. Thus we use the term risk as a decision making situation where the outcomes are uncertain and where benefits are sought but undesirable outcomes are possible.'

(Taylor B. p12)

Can we ever eradicate risk?

Safbwyntiau

Perspectives

Nid yw risg yn gysyniad newydd ond mae iaith wedi newid mewn ymateb i ddigwyddiadau difrifol o niwed.

Rheoli risg – wedi'i fframio fel rhywbeth negyddol, bygythiad neu berygl ac mae'r pwyslais ar gyfrifoldeb proffesiynol i nodi lefel y risg ac anelu at ei dileu

Cymryd risg – yn cael ei ystyried yn gadarnhaol ac mae'r pwyslais ar hunanbenderfyniad a grymuso a all arwain at ganlyniadau gwahanol (Hothersall & Lowit 2010)

Risk is not a new concept but language has changed in response to serious incidents of harm.

Risk control – is framed as a negative, a threat or danger and the emphasis is on professional responsibility to identify the level of risk and aim to eliminate it

Risk taking – viewed positively and emphasis is on self determination and empowerment which can lead to different outcomes   (Hothersall & Lowit 2010)

Gwybodaeth ddealledig

Tacit knowledge

Greddf

Intuition

Mae Calder yn awgrymu mai 'greddf yw gwybodaeth sy'n deillio o deimlad greddfol neu ryw broses isymwybod. Ni ddylid ei chymysgu â barn broffesiynol, sy'n broses ymwybodol lle mae ffeithiau a phrofiad yn cael eu hystyried yn sail ar gyfer gwneud penderfyniadau rhesymegol. (2016, tud 148)

Calder suggests that 'intuition is knowledge that stems from a gut feeling or some subconscious process. It is not to be confused with professional judgement, which is a conscious process where facts and experience are both considered to form a basis for making reasoned decisions. (2016, pg 148)

Facilitator Notes

Welsh
gofynnwch i fyfyrwyr fyfyrio ar yr hyn y mae Calder yn ei awgrymu yma
gofynnwch iddyn nhw feddwl am adeg pan wnaethon nhw gyfarfod ag unigolyn a chael y 'teimlad greddfol hwnnw'. A wnaethant stopio a meddwl am hyn, a mynd ati i'w brofi neu ei wrthbrofi neu a ddaeth hyn yn 'ffaith'. Archwiliwch beryglon gweithio fel hyn.

English
ask students to reflect on what Calder is suggesting here
ask them to think of a time when they met with an individual and had that 'gut feeling'. did they stop and think about this , setting out to prove or disprove it or did this just become a 'fact' . Explore the dangers of working in this way.

Yn ddull cadarnhaol o gymryd risgiau, dylai'r broses o wneud penderfyniadau fod yn:

- **Cytbwys**, gan gydnabod y potensial ar gyfer budd yn ogystal â'r risg o niwed, ac ystyried effaith emosiynol, seicolegol a chymdeithasol posibl pob opsiwn, yn ogystal â'r effaith gorfforol

- **Amddiffynadwy,** sef â sail dda, y gellir ei gyfiawnhau a'i gofnodi'n gymesur; heb fod yn amddiffynnol, sy'n cael ei yrru gan yr angen i amddiffyn ein hunain a'n hasiantaethau.

- **Cydweithredol** gyda phobl sy'n defnyddio gwasanaethau, eu teuluoedd a gweithwyr proffesiynol eraill, gan ddefnyddio'r holl adnoddau sydd ar gael i gyflawni'r canlyniadau sydd bwysicaf i bobl.

(Gofal Cymdeithasol Cymru, Blood a Wardle)

A positive risk-taking approach, decision-making should be:

- **Balanced**, recognising the potential for benefit as well as the risk of harm, and considering the possible emotional, psychological and social impact of each option, as well as the physical

- **Defensible**, that is well-founded, justifiable and recorded proportionately; not defensive, that is driven by the need to protect ourselves and our agencies

- **Collaborative** with people who use services, their families and other professionals, using all available resources to achieve the outcomes that matter most to people.

(Social Care Wales, Blood and Wardle)

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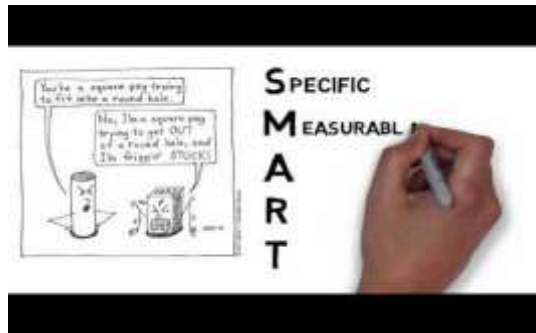What are some of the barriers to positive risk taking?
Examples of legislations which promotes positive risk taking?

The Social Services and Well-being Act (Wales) Act 2014 Code of Practice talks about "positive risk" being an "essential part of everyday life" (Part 3, page 27).
Positive risk taking is also supported in the Mental Capacity Act 2005, the Human Rights Act 1998 and the Equality Act 2010.

The main barriers here include: a "blame culture" in many social services departments, driven by performance management and the requirements of the regulation and inspection regime. A lack of understanding that the law requires a positive risk-taking approach and how this differs from "negligent" practice. A lack of time to invest in working with families to hear their worries, understand what matters to the individual, and broker alternative solutions (which can often be more sustainable and cost effective over time).
Taken from Blood and Wardle report https://socialcare.wales/cms-assets/documents/Positive-risk-and-shared-decision-making.pdf

NB. This image is only available in English

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Facilitator Notes

Welsh

Cyswllt Fideo - https://youtu.be/1-SvuFIQjK8

Wrth i'r myfyrwyr wrando ar y fideo - sut mae hyn yn berthnasol i'w gwaith gyda phlant / oedolion
er enghraifft

penodol

a ydym bob amser yn glir ynghylch yr hyn yr ydym am ei weld?

a ydym bob amser yn glir ynghylch sut yr ydym yn mynd i fesur y nod?

a yw hyn yn ein helpu gyda'n hadolygiad a'n cynllun wrth gefn?

English

Video Link - https://youtu.be/1-SvuFIQjK8

As students are listening to the video- how does this apply to their work with children /adults
for example

specific

are we always clear about what we want to see?

are we always clear about how we are going to measure the goal?

does this help us with our review and contingency?

Case studies group work

- In your groups read the case studies
- Write down what you think is the worst thing that can happen to the individual in this situation.
- Write down your goal- what you need to see happening to be less worried.
- Remember individuals will have their own goals.

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Facilitator Notes

Welsh
dosbarthwch astudiaethau achos Oedolyn – Mrs Jones
                                    Plentyn- Deana

cymhwyswch CAMPUS i'r cynllunio fel eich bod yn glir ynghylch yr hyn sydd angen i chi ei weld yn digwydd ym mywyd oedolyn/plentyn i reoli'r pryder.
cyfeiriwch at y canlyniadau llesiant

English
hand out case studies   Adult – Mrs Jones
                                    Child- Deana

apply SMART to the planning so that you are clear about what it is you need to see happening in adult/childs life to manage the worry.
reference to the wellbeing outcomes

Mesur llwyddiant

- Dull sy'n canolbwyntio ar atebion

- cwestiyn lle 0 yw'r gwaethaf a 10 yw'r gorau.
- yn eich grwpiau datblygwch 2 gwestiwn graddio i helpu Mrs. Jones a Deana i fod yn gliriach ynghylch eu nod. Ystyriwch y canlyniadau Llesiant wrth ddatblygu eich cwestiynau

Measuring success

- Solution focused approach

- Question where 0 is worst and 10 is best.
- In your groups develop 2 scaling questions to help Mrs. Jones and Deana be clearer about what their goal might be. consider the Wellbeing outcomes when developing your questions

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Facilitator Notes

<u>Welsh</u>
taflen – gwybodaeth ynglŷn â graddio cwestiynau
taflen - enghreifftiau o raddio cwestiynau

Bydd yr hwylusydd hefyd yn datblygu cwestiwn i'w raddio i'w rannu â'r grŵp

<u>English</u>
handout – information re scaling questions
handout- examples of scaling questions.

Facilitator to also develop a scaling question to share with the group

Cytuno ar gamau gweithredu, rolau a chyfrifoldebau ac amserlen.

Myfyrdod unigol

A yw'r cynllun gofal a chymorth presennol a ddefnyddir gan eich asiantaeth yn amlygu'r uchod?

Agreeing actions roles and responsibilities & timeframe .

Individual reflection

Does the current care and support plan used by your agency highlight the above?

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Facilitator Notes

Welsh
Pob myfyriwr i gyfeirio at naill ai Mrs Jones neu Deana a datblygu taflwybr yn manylu ar y gweithredoedd, rolau, cyfrifoldeb ac amserlen.

Gofynnwch i'r grŵp – faint o amser fydd y gwaith hwn yn ei gymryd yn eich barn chi? am ba mor hir fydd angen y cynllun gofal a chymorth? unwaith y cytunir ar y nod gallwch weithio tuag yn ôl gan dalu sylw i'r camau sydd eu hangen i gyrraedd y nod

English
Each student to refer to either Mrs Jones or Deana and develop a trajectory detailing the actions, roles, responsibility and timeframe.

Ask the group – how long do you think this work will take? how long is the care and support plan needed? once the goal has been agreed you can work backwards paying attention to the steps required to achieve the goal

Cludadwyedd cynlluniau

- Pan fydd unigolyn â chynllun gofal a chymorth yn symud o un awdurdod i'r llall yng Nghymru mae'r cynllun yn symud gyda nhw nes bod asesiad newydd wedi'i gwblhau.

- Nid yw hyn yn berthnasol i gynlluniau a ddarperir o dan bwerau dewisol

- Mae yna ddisgwyliad y bydd arfer da yn berthnasol pan fydd person yn symud ar draws ffiniau cenedlaethol er mwyn tarfu cyn lleied â phosibl ar y gofal a'r cymorth a ddarperir i'r person hwnnw.

Portability of plans

- When an individual with a care and support plan moves from one authority to another in Wales the plan moves with them until a new assessment is completed

- This does not apply to plans provided under discretionary powers

- There is an expectation that good practice will apply when a person moves across national boundaries to minimise disruption of the care and support provided to that person

Welsh
[**NODYN HWYLUSYDD**: mae gan y sleid hon animeiddiad]

Byddwn yn canolbwyntio ar hyn yr wythnos nesaf.

English
[**FACILITATORS NOTE**: this slide has animation]

We will be focusing on this next week.

Astudiaethau dan gyfarwyddyd

- Beth yw'r gofynion deddfwriaethol ar gyfer adolygu cynlluniau gofal a chymorth?

- Sut ydych chi'n cynllunio ac yn trefnu adolygiad o gynllun gofal a chymorth i unigolyn ar hyn o bryd?

- Sut ydych chi'n cynnwys unigolion wrth werthuso eu cynllun ar hyn o bryd?

- Cod Ymarfer Rhan 4 Diwallu Anghenion

- Dewch ag enghreifftiau gwag o ffurflenni adborth i'r ddarlith nesaf i'w rhannu

Directed study

- What are the legislative requirements for the reviews of care and support plans?

- How do you currently plan for and arrange a review of and individuals care and support plan?

- How do you currently include individuals in evaluating their plan?.

- Code of Practice Part 4 Meeting Needs

- Please bring blank examples of feedback forms to the next lecture to share

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Diolch
Thank you

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