

Module 2

Person Centred Approaches to Assessment

Intended Learning Outcomes:

At the end of the module, the participants will have:

- Explored the concept of person centred care.
- Understood how to achieve a consistent, co-ordinated approach to undertaking an assessment.
- Utilised a problem solving approach to joint agency working.

Relates to: KSF Core Dimensions 1, 2, 4, 5, 6
Specific Dimensions HWB 2, G2

Time: 1 hour (plus 30 min DVD)

Preparation:

Staff undertaking this module should already have carried out Module 1, or at least had the SAP PowerPoint presentation and Implementation Guidelines: Sections 1 and 2 (SAP Policy and Legal Framework). The use of "*Keeping Milly Happy*" DVD/video is a useful starting point to enable staff to consider the assessment experience from a service user and carer viewpoint.

Handouts:

- Assessment of Carers
- Knowledge, Values and Skills for Assessment

The Activity:

1. Discuss and define person centred approaches for 10-15 minutes
2. In the "Guidance for Local Implementation (2002)", The Department of Health identified three key attributes of SAP. These are:
 - A person centred approach
 - A standardised approach
 - An outcome centred approach

With these in mind, think of at least **five** ways in which you believe that joint agency assessment might improve the working practices in your area

Person Centred Approaches to Assessment

3. What do these approaches mean for you in your role? Identify any potential problems in your area and any possible solutions

4. Consider the needs of minority groups and the need for an equality impact assessment on your approach to assessment. Discuss in pairs or small groups.

Handout - Assessment of Carers

Consider the following areas when assessing carers:

- Their mental and physical health.
- Whether they wish to be assessed jointly with the cared for person, or on their own.
- The timing of the assessment - early on in the caring role, during or immediately following a crisis may not be the best time.
- Their relationship with the cared for person.
- Their work, leisure and training needs, now and in the future.
- Their attitude towards the cared for person.
- What care they provide.
- The impact of caring on other areas of their life.
- Their other commitments/responsibilities.
- What their cultural beliefs and expectations are about caring.
- Their wishes and preferences.
- The stresses they are experiencing both within and outside of their caring role.
- Their likely future capacity/wish to continue caring.
- Anything they feel is important - supporting them to identify and resolve an issue or problem in another area of their life can sometimes make the difference which enables people to continue caring.

Throughout the assessment, carers should be fully aware of their entitlement, within the constraints of confidentiality, to be involved and consulted.

(Acknowledgements to Kent County Council)

Handout - Knowledge, Values and Skills for Assessment

Knowledge

- An understanding of human growth and development - physical, social, emotional and psychological.
- An understanding of mental and physical illness and its impact on the lives of the person affected.
- An understanding of the social and individual impact of ageing.
- An understanding of vulnerability and how it is manifests in the lives of potential service users.
- Knowledge of social and political systems and their impact on the individual and families.
- Knowledge of the role of social services and care management.
- The legal framework and parameters of community care.
- The wider community and its strengths/resources.
- The impact of prejudice, discrimination and exclusion on adults with disability and older people.

Values

- Respect for the individual.
- Working towards user empowerment and realistic independence.
- Promoting choice.
- Working in partnership.
- The rights of the user to self-determination.
- Risk and responsibility.
- Working in an anti discriminatory manner - valuing difference.
- Challenging discrimination and promoting social justice.

Skills

- Managing meetings.
- Negotiation/mediation.
- Gathering appropriate information in a sensitive manner.
- Enabling/addressing power differentials.
- Clear communication of issues/complex situations.
- Timing/balancing the flow of interviews.
- Empathising with the service user's perspective whilst maintaining a professional relationship.
- Understanding other professional perspectives and working in an interdisciplinary manner.
- Personal awareness and reflection on practice.
- Clear and concise recording in a manner, which enables user access and understanding.

Saying 'No'

- On completing your assessment, clearly share with the user your identification of their needs.
- Clarify available options.
- Give clear reasons for refusing either service or treatment.
- Assure them that 'unmet need' will be relayed to service provision for future consideration.
- Inform of their right to complain and give details of process.
- Emphasise where appropriate their right to future consideration should their circumstances change.

Establishing Outcomes

- The aims/goals of the assessment should be clarified.
- These can be short/long term.
- Outline monitoring and review process as a way of evaluating outcomes.

Negotiation

- Arises where there is conflict e.g. aims/resources, different expectations.
- Validate users' views/values.
- Empathise with their requirements.
- Discuss in non-threatening, non-defensive manner.
- Give time for change in position.
- Clarify outcome of negotiation.

Recording the Assessment

- Check accuracy of facts.
- Incorporate user's views.
- Distinguish fact from opinion.
- Provide evidence for opinion.
- Record in language/style that user can understand (be creative where there is cognitive impairment).
- Highlight key information.
- Do not write extensively during the assessment - it will affect the flow of the interview.
- Explain confidentiality and clarify situations in which the user's permission may be sought to share information about them.
- Submit the record for their verification and signature.
- Transfer handwritten information to electronic records as soon as possible to ensure accuracy, and availability of information to other people.

Information Sharing

- Be open about policies, any current constraints on services.
- Share information in ways/language the user understands.



- You cannot know everything - be honest about what you don't know - you can always inform at a later date.
- Do not overwhelm with information - people will not remember.

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