

SAP Education, Training and Development

Outline of SAP and eSAP training

Training for the Single Assessment Process (SAP) consists of the following different types of training:

➤ **SAP Basic awareness** – 6 modules :

1. **Implementing SAP in your area**- PowerPoint presentation, Success with SAP DVD, SAP Policy and Legal context.
2. **Effective assessment skills**- exercises and handouts on what makes a good assessment.
3. **Person centred approach to assessment**- includes 20 min film Keeping Milly Happy, exercises and handouts
4. **Sharing and protecting information** – how to complete consent form and guidelines for staff linked to information sharing protocol.
5. **Person held record** –an introduction to its use what it consists of , what are the criteria for issuing one etc.
6. **Introduction to FACE tools** – provides a basic understanding about what are FACE tools, what they replace and how to complete them.

NB: More detailed FACE Tools training is available on the use of FACE Tools and can be purchased at an additional cost from FACE on a train the trainer basis but should not be completed before the SAP basic awareness training.

- **eSAP training** - This training will be designed to enable you to use the peninsula-wide eSAP system and will be provided about 4 weeks prior to using the eSAP system to ensure skills can quickly be put in to practice.

NB- eSAP training can only be completed following basic IT skills training – This should be part of the mainstream training provided by each organisation and is needed in preparation for the electronic single assessment process (eSAP) system.

How will training be delivered?

Each organisation has a responsibility to ensure each member of staff is trained and each local implementation team should have a joint health and social care education, training and development plan in place prior to SAP implementation. A key element of SAP and eSAP training is learning to work together across health and social care and to trust each other's assessments. **SAP training wherever possible must therefore be undertaken on a joint agency basis.**

Training materials

The SAP training has been designed by a group of learning and development leads from each organisation. The aim of the material is to ensure a consistent approach to SAP training across the peninsula. There is one set of agreed training materials. These are:

1. SAP Basic Awareness learning and development pack

-contains 6 modules with exercises and handouts and reference to the following additional training resources:

- **SAP basic awareness PowerPoint presentation** - a ten minute introduction to SAP
- **SAP basic awareness learning and development pack** - a set of modules and handouts for team meetings or a half-day workshop www.devon.gov.uk/sap-pro
- **"Success with SAP"** - A four minute DVD with service-user and carer's experience of SAP and the person held record with a short explanation of what eSAP will do.
- **"Keeping Milly Happy"** - A 20 minute film(video or DVD) telling the true story of a husband and wife's experience of health and social care providing a discussion vehicle for person centred care and improving assessment skills.
- **"Listen To what I am Saying"** - person- centred care and the single assessment process-national DVD.
- **Large pull up poster boards** - featuring a SAP cartoon and case study- available from SAP programme team.
- **Handouts** - As listed in SAP Basic Awareness Learning and Development Pack.
- **e-Learning SAP Basic Awareness** - An e-learning module that introduces SAP. This can be found at www.devonlearning.net (available from March 07).

2. FACE Tools

FACE tools supplier provides the following guidance and training materials which include case vignettes and a completed overview assessments.

- FACE overview assessment v5 - Users guide
- FACE SAP Tool set v5 - Training materials
- Meeting the Standard - The FACE overview tools

These are available on the SAP website at www.devon.gov.uk/sap-pro

3. eSAP Training

- **Training materials and handbook for eSAP training** - (This training is not yet available. It will be developed with the eSAP supplier IBM.)
- Before this takes place each member of staff should have completed some basic IT skills training and a training needs questionnaire to assess the level of IT skills. This should be part of existing IT programmes and available from each organisation's IT department. A sample IT training needs questionnaire is available from the SAP website www.devon.gov.uk/sap-pro

Aspects of training not covered in SAP

- Basic IT skills training
- Training on the business processes/procedures used within each organisation.
- Training on the use of each organisation's existing or planned IT systems. though
- Equality training (apart from awareness raising and good practice within SAP)
- Risk management
- Continuing health care (but SAP basic awareness be carried out prior to this)
- Other specialist assessment training

SAP Basic Awareness Training Learning and Development Pack

Welcome to the Learning and Development Pack.

This pack has been designed to assist the implementation and practice associated with the basic awareness training requirements for the Single Assessment Process (SAP) and the electronic solution for SAP (eSAP). There are six suggested modules in this pack. These are designed to either stand alone as an individual workshop or be combined and delivered over a half or full day event.

Participants must have as a minimum:

- SAP Basic awareness PowerPoint presentation
- SAP Implementation Guidelines 1 and 2 (SAP Policy and Legal Framework)
- Chance to discuss the above (approx 20-30 minutes).

There is also a wide range of training available to the health and social care community that underpins SAP, such as risk assessment training, data protection training and so on.

In order to deliver the SAP workshops, the facilitator should be a staff member experienced in the area of assessment with a working knowledge of SAP.

There are six modules or subject areas:

1. Implementing SAP in Your Area
2. Person Centred Assessment
3. Effective Assessment Skills
4. Sharing and protecting information
5. The Personal Held Record
6. Introduction to the FACE tools

Other handouts/information for discussion:

- ***SAP Implementation guidelines 1 to 8:***
 1. SAP Policy
 2. SAP Legal Framework
 3. Joint Working and Standards
 4. Sharing and Protecting your Information
 5. SAP Tools
 6. Personal Held Record

7. Education, Training and Development
8. Comments, Queries or Complaints about SAP

- **SAP flowchart**
- **SAP assessment checklist**
- **Knowledge, skills and values**
- **Core assessment skills**
- **Maslow's Hierarchy of Needs**
- **Assessment of Carers**
- **The Personal Held Record protocol**
- **The Personal Held Record process flowchart**

Learning Outcomes/Knowledge and Skills Framework

Each activity identifies a learning outcome or outcomes and which competencies are met from the Department of Health NHS Knowledge and Skills Framework.

Most of the modules have at least one handout included. These should be used in conjunction with the SAP Implementation Guidelines.

Other Resources

As well as the above there is also additional training available in order to implement eSAP - i.e. more detailed FACE tools training, basic IT skills through your own organisations' IT dept and eSAP training, some of which have an associated cost. Details are available through your local SAP implementation team.

Below is listed other resources that you may find useful to access in order to support SAP implementation.

1. **SAP Website - www.devon.gov.uk/sap**
 - this is the main SAP website for the South West Peninsula Partnership and is open to the public. There is also a short-cut version which takes you direct to the staff section at www.devon.gov.uk/sap-pro where all the guidelines, tools, newsletters etc can be downloaded.
2. **CPA Website www.cpa.org.uk**

On this site you can find:

- Terminology and Glossary of terms associated with SAP
- Reference List relating to SAP
- Information for service users on a range of conditions which may have been identified during assessment

3. **DVDs or Videos**

- **"Success with SAP"** - A four minute DVD. Available from your local learning and development lead.
- **"Keeping Milly Happy"** - A 20 minute Video or DVD. Available from your local learning and development lead.
- **"Listen to what I am saying"** - A national SAP video. Available from your local learning and development lead.

4. Poster Boards

- Two large pull up poster boards showing a SAP cartoon and a case study. These are available to borrow from the SAP programme office.

Acknowledgements:

The following have all contributed to the contents and development of this pack:

- Emma Pateman - Devon County Council
- Richard Palmer - Devon County Council
- Alison Copp - Royal Devon & Exeter Foundation Trust
- Heather Eardley – SAP Programme Team
- Other members of the SAP Learning and development work stream

Some of the materials have been based upon and reproduced by kind permission from:

- Centre for Policy on Ageing Website
- Bournemouth; Poole & Dorset Health and Social Services Departments
- Kent County Council
- Sheffield First for Health
- Leicester, Leicestershire and Rutland Health and Social Care Community



Contents of the Single Assessment Process (SAP) Learning and Development Pack

Module 1	Length of Delivery	Associated Handouts/Materials
<p>1. Implementing SAP in Your Area</p> <p>Intended Learning Outcomes:</p> <p>At the end of the module, the participant will:</p> <ul style="list-style-type: none"> • Have a greater understanding of SAP. • Have had an opportunity for discussion SAP and its implementation. • Understand where each role fits into SAP. • Have identified local issues in order to inform the work of Local Implementation Team. <p>Relates to KSF Core Dimensions:</p> <ul style="list-style-type: none"> • KSF 2 Personal and People Development • KSF 3 Health, Safety and Security • KSF4 Service Improvement • KSF 5 Quality • KSF 6 Equality and Diversity <p>KSF Specific Dimensions:</p> <ul style="list-style-type: none"> • IK1 Information Processing • G2 Development and Innovation 	<p>1 hour 40 mins</p>	<ul style="list-style-type: none"> • SAP Assessment Process flowchart (Mod 1 H1) • SAP Implementation Guidelines: Section 1 - SAP Policy (Mod 1 H2) • SAP Implementation Guidelines: Section 2 - Legal Framework (Mod 1 H3)

Module 2	Length of Delivery	Associated Handouts/Materials
<p>2. Person-centred Approach to Assessment</p> <p>Intended Learning Outcomes:</p> <p>At the end of the module, the participant will have:</p> <ul style="list-style-type: none"> • Explored the concept of person-centred care. • Understood how to achieve a consistent and coordinated approach to undertaking an assessment. • Utilised a problem-solving approach to joint agency working. <p>Relates to KSF Core Dimensions:</p> <ul style="list-style-type: none"> • KSF 1 Communication • KSF 2 Personal and People development • KSF 4 Service Improvement • KSF 5 Quality • KSF 6 Equality and Diversity <p>KSF Specific Dimensions:</p> <ul style="list-style-type: none"> • HWB2 Assessment and Care Planning to meet Health and Well-Being needs • G2 Development and Innovation 	<p>1 hour</p>	<ul style="list-style-type: none"> • Assessment of Carers (Mod 2 H1) • Knowledge, Values and Skills for Assessment (Mod 2 H2)

Module 3	Length of Delivery	Associated Handouts/Materials
<p>3. Effective Assessment Skills</p> <p>Intended Learning Outcomes:</p> <p>At the end of the module, the participant will have:</p> <ul style="list-style-type: none"> • An increased awareness of the principles of an effective assessment • Had an opportunity to explore the potential barriers to communication between different agencies • Had the opportunity to explore assessments from the service-user perspective • Had the opportunity to familiarise themselves with assessment standards • Had the opportunity to consider risk and its implications. <p>Relates to KSF Core Dimensions:</p> <ul style="list-style-type: none"> • KSF1 Communication • KSF4 Service Improvement • KSF5 Quality • KSF6 Equality and Diversity <p>KSF Specific Dimensions:</p> <ul style="list-style-type: none"> • HWB1 Promotion of Health and Well-Being and prevention of adverse effects on Health and Well-Being • HWB2 Assessment and Care Planning to meet Health and Well-Being needs • HWB6 Assessment and Treatment Planning • IK1 Information Processing 	<p>1 hour</p>	<ul style="list-style-type: none"> • SAP Assessment Checklist (Mod 3 H1) • Core Assessment skills (Mod 3 H2) • SAP Implementation Guidelines: Section 3 - Joint Working and Standards (Mod 3 H3) • SAP Implementation Guidelines: Section 4 - Sharing and Protecting your Information (Mod 3 H4) • Assessment principles (Mod 3 H5) • Maslow's Hierarchy of Needs (Mod 3 H6)

Module 4	Length of Delivery	Associated Handouts/Materials
<p>4. Sharing and protecting personal information</p> <p>Intended Learning Outcomes:</p> <p>At the end of the module, the participant will have:</p> <ul style="list-style-type: none"> • Explored the concept of confidentiality and informed consent. • Understand their role in sharing and protecting personal information belonging to service users or carers, including the legal implications. <p>Relates to KSF:</p> <ul style="list-style-type: none"> • KSF1 Communication • KSF 2 Personal and People development • KSF5 Quality • KSF 6 Equality and Diversity <p>KSF Specific Dimensions:</p> <ul style="list-style-type: none"> • IK1 Information Processing 	<p>30 mins</p>	<ul style="list-style-type: none"> • SAP Implementation Guidelines: Section 4 - Sharing and Protecting your Information (Mod 4 H1) • Consent form- Sharing and protecting your personal information

Module 5	Length of Delivery	Associated Handouts/Materials
<p>5. Person Held Record</p> <p>Intended Learning Outcomes:</p> <p>At the end of the module, the participant will have:</p> <ul style="list-style-type: none"> • An increased awareness of how the Person Held Record can be used. • An understanding of the criteria for issuing a Person Held Record. • The process for setting up a Person Held Record. • An understanding about issues around confidentiality and storage of the Person Held Record. • An understanding of how the person-centred approach and effective joint working can be enhanced by the Person Held Record. <p>Relates to KSF:</p> <ul style="list-style-type: none"> • KSF 1 Communication • KSF 2 Personal and People Development • KSF 5 Quality • KSF 6 Equality and Diversity <p>KSF Specific Development:</p> <ul style="list-style-type: none"> • HWB2 Assessment and Care Planning to meet Health and Well-Being needs • G2 Development and Innovation 	<p>30 mins</p>	<ul style="list-style-type: none"> • Person Held Record PowerPoint presentation • An example of a Person Held Record • SAP Implementation Guidelines: Section 6 - Person Held Record • 'Success with SAP' - DVD, part one

Module 6	Length of Delivery	Associated Handouts/Materials
<p>6. Introduction to FACE Tools</p> <p>Intended Learning Outcomes:</p> <p>At the end of the module, the participant will have:</p> <ul style="list-style-type: none"> • A basic understanding of what the FACE tools consist of, what they replace and how to complete them. • Checked whether further, more detailed, FACE training is required. 	<p>30 minutes to 1 hour?</p>	<ul style="list-style-type: none"> • SAP at a Glance • FACE training materials • FACE Overview Assessment user's guide • Questionnaire to check on ability to use FACE tools and training needs.

Module 1

Implementing SAP in Your Area

Intended Learning Outcomes:

At the end of the module, the participants will:

- Have a greater understanding of SAP.
- Have had an opportunity for discussion around SAP and its implementation.
- Understand where each role fits into SAP.
- Identified local issues in order to inform the work of the Local Implementation Team.

Relates to: KSF Core Dimensions 2, 3, 4, 5, 6
Specific Dimensions IK1, G2

Time: 1 hour 30 minutes for Activity 1 (an additional 1 hour or longer for activity 2 which is optional)

Materials: Flip chart and marker pens
PowerPoint or overhead projector

Handouts: SAP Assessment Process flowchart
SAP Implementation Guidelines: Section 1 - SAP Policy
SAP Implementation Guidelines: Section 2 - Legal Framework

Activity 1

- 1) Show the SAP basic awareness PowerPoint presentation and 4 minute DVD-Success with SAP and hand round copies of tools and or flow chart if appropriate.
- 2) Get into groups of 6 - 8 each with a facilitator. Ideally, undertake this module in mixed groups, with staff from different agencies or job roles.
- 2) Facilitators lead structured discussions about the following topics, ensuring that everyone has a chance to air any worries and concerns, and establishing what they feel that they have understood so far.

Note: Post-it notes can be useful for individuals to write any points on and share quickly on a flipchart or in pairs/small groups

Topics:

- Key Principles of the Single Assessment Process
- Legal and policy context
- Standards for assessment and joint working
- Pros and cons
- Ideas for making it work
- Questions

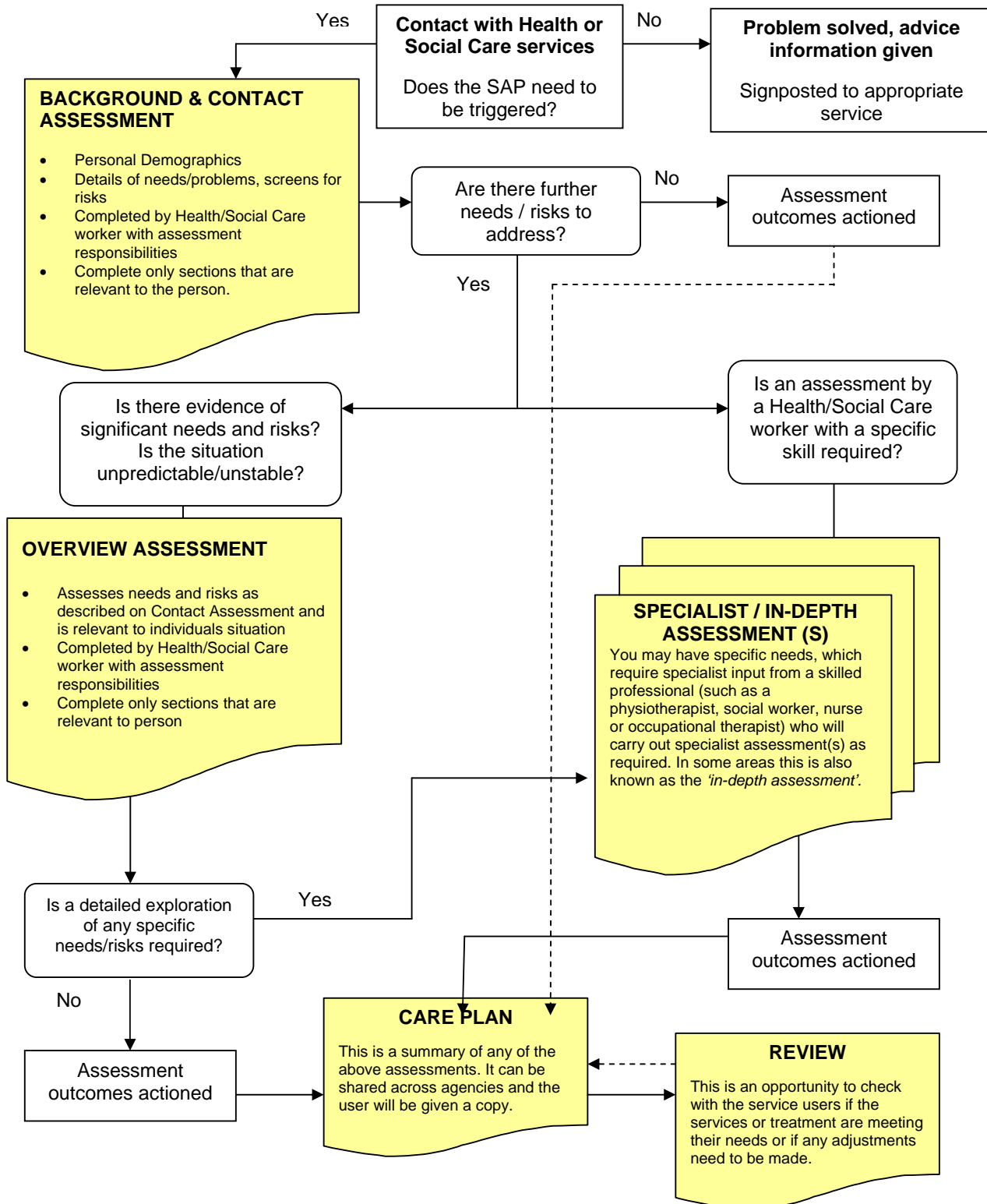
- 3) Each group should identify a key issue to share with the other groups.
- 4) The facilitator will disseminate feedback to the Local Implementation Teams.

Activity 2

- 1) Organise people into groups within their own agencies. They need to be working within the same systems, i.e. reablement, ward, PCM, care co-ordination etc.
- 2) Give each group a piece of flip chart paper and some scrap paper to practice on. Make it clear that the information on it will be shared with the wider group.
- 3) Ask each group to spend 10 minutes drawing (on the left hand side of the paper) a simple flow chart of the process a service user or patient goes through from first contact to end of assessment (it is a good idea to do this in rough first). This is not a full process mapping exercise - timescales etc are not important, just the basics.
- 4) Then spend 15 minutes listing the information gained at each stage on the right hand side.
- 5) Ask the group to stick the sheets up around the room and spend 10 minutes looking at each other's work, identifying areas of similarity, and areas of difference.

In the larger group, record the areas of common ground and overlaps.

Handout 1 - SAP Flowchart



Note: The Contact and Overview Assessments, and relevant Specialist Assessments, form the **Comprehensive Process**. This is not a specific tool and involves a range of Health/Social Care assessors.

Handout from SAP Policy & Implementation guidelines

The Single Assessment Process (SAP) Policy

Purpose

This policy is aimed at all staff in NHS and social care organisations (or wider) who undertake the assessment and care planning of health or social care needs. It requires staff to use the Single Assessment Process (SAP) in place of existing processes. This is initially as a paper or word template version, but from April 07, an electronic version (**eSAP**) will be gradually introduced to make this process easier. The implementation of SAP and eSAP is the responsibility of each participating organisation, alongside their own policies, protocols and procedures. The SAP policy is an overarching policy, which all organisations will use as a basis for their own more detailed ones.

Background

The Single Assessment Process (SAP) originated from the Older People's National Service Framework (NSF) which was launched by the Department of Health in March 2001 with the aim of promoting independence, ensuring that age discrimination is eradicated and that older people and their carers receive consistently high quality services, wherever they live and whatever their circumstances. Standard 2 empathises the need for a person centred approach and one single assessment process for NHS and social care staff to assess the health and social care needs of people without unnecessary duplication and ensuring the amount of assessment is proportionate to the person's needs.

In the Southwest peninsula (as in many other parts of the country) it was decided to apply the Single assessment Process across adults (except Mental health where the Care Programme Approach (CPA) will still be used though this can be seen as a specialist assessment within SAP).

What is the Single Assessment Process (SAP)?

The Single Assessment Process is a new way of assessing health and / or social care needs for adults. It involves health and social care organisations working closely together with the person themselves and their carer (if they have one) to enable services or treatment to be received at the right time, through a multi-agency assessment, care plan and review process.

With the person's permission, assessment information will be shared with staff across health and social care agencies that are involved in providing care or services for the person. This means different professionals contributing to one assessment rather than repeating the process in separate assessments. This is a big culture change for staff in health and social care organisations, but it will be made easier

with the introduction of an electronic SAP to enable information to be passed easily between the two.

Are there different types or levels of assessment within SAP?

Although SAP is a single assessment process in order to ensure assessment is only proportionate to a person's needs there are 4 different types of assessment:

- **Contact** – at the initial point of contact basic personal information and presenting problem is gathered including some risk assessment screening. A multi agency referral tool that can be completed by a range of different staff.
- **Overview** – a holistic assessment that gives an overall picture of the person's needs from a health and social care perspective. Includes risk triggers and information about other services or treatment and whether any further specialist assessment is required.
- **Specialist** – one or more specialist assessment may be carried out when specific difficulties have been identified at contact or overview for unstable, unpredictable or complex needs and a specialist professional opinion is required.
- **Comprehensive** – in the southwest peninsula this is process not another tool. It is for complex, unpredictable and unstable cases where a large care package is likely and a number of professionals or agencies are involved. A person is required to co-ordinate the various professional contributions and monitor progress.

(For list of tools to cover these types of assessment see section 5 –SAP Tools and SAP at a glance available on www.devon.gov.uk/sap-pro)

What can service users and carers expect from SAP?

- The person will receive an information leaflet about the Single Assessment Process, explaining what SAP is, information sharing and consent, how information is stored, how decisions are made and how to make a complaint.
- The person being assessed will be central to the assessment process. Their views and wishes will be listened to and acted upon when ever possible. If this is not possible, then a full written explanation of the reason will be provided.

- The person will be offered a copy of their assessment or a summary and be provided with a copy of their care plan, explaining what services and treatment will be put in place.
- With the person's consent, one assessment will be carried out and shared across different health and social care agencies. This should limit duplication of effort and the assessed person repeatedly providing the same information.

When should SAP be used and what should it replace?

Whenever there is a request for an assessment to identify needs for services and treatment in the NHS or social care then the Single Assessment Process should be used. This should replace any existing assessment processes and enable joint agency assessment and care planning.

Which organisations will be using SAP and who has agreed this?

The Single Assessment Process Programme Board (with representatives from each participating organisation) has agreed a common set of documentation across all NHS and social care organisations in the southwest peninsula (excluding Mental Health). Each organisation should ensure that SAP replaces existing assessment documentation whenever possible to eliminate any duplication.

The participating organisations are:

- Cornwall Adult Social Care
- Cornwall & Isles of Scilly PCT
- Devon Adult Social Care
- Devon Doctors on Call
- Devon PCT
- North Devon Healthcare Trust
- Plymouth PCT
- Plymouth Community Care Services
- Royal Devon & Exeter Foundation Trust
- South Western Ambulance Trust
- South Devon HealthCare Trust
- Torbay Care Trust

- Royal Cornwall Hospitals Trust*
- Plymouth Healthcare Trust*

* These organisations are not participating in eSAP at present. However, they will be participating in the principles of SAP and have licences for using the FACE tools.

Handout from SAP Implementation Guidelines

SAP Legal & Policy Framework

The Department of Health National Service Framework for Older People 2001 requires NHS and social care organisations to undertake one single assessment process to avoid duplication and ensure a person centred approach. There are a number of other legal responsibilities for NHS or social care organisations which impact upon the Single Assessment Process (SAP). Staff should familiarise themselves with these.

Table 1 - Legislation for Local Authorities and NHS Organisations

Local Authority	NHS
NHS and Community Care Act 1999	NHS and Community Care Act 1999
Chronically Sick and Disabled Persons Act 1976	National Health Service Act 1977
	Health Act 1999
Health and Social Care (Community Health and Standards) Act 2003	Health and Social Care Act 2001
	NHS Reform and health care professions Act 2002
Disability Discrimination Act 1995	Disability Discrimination Act 1995
Mental Health Act 1983	Mental Health Act 1983
Mental Capacity Act 2005	Mental Capacity Act 2005
Children Act 2004	Children Act 2004
Carers Act 1996 Carers (Equal Opportunities) Act	Carers Act 1996 Carers (Equal Opportunities) Act
Care Standards Act 2000	Care Standards Act 2000
Community Care (Delayed Discharges) Act 2003	Community Care (Delayed Discharges) Act 2003
National Assistance Act 1948	National Health Service (Consequential Provisions) Act 2006
Race Relations (amendment) Act 2000	Race Relations (amendment) Act 2000
Employment Equality (Sexual Orientation) and (Religious Belief)	Employment Equality (Sexual Orientation) and (Religious Belief)
Equality Act 2006	Equality Act 2006

Employment Equality (Age) Regulations 2006	Employment Equality (Age) Regulations 2006
	NHS Code of Practice Records Management 2006
Information Sharing and Holding of Data	
Police and Criminal Evidence Act 1984	
Common Law Duty of Confidentiality	
Data Protection Act 1998	
Computer Misuse Act 1990	
Human Rights Act 1998	
Freedom of Information Act 2000	
Local Government Act 1972	
Crime and Disorder Act 1998	

Most legislation since 1977 has been summarised within three acts of parliament. These received royal assent on 8th Nov 2006 and will come into effect on 1st March 2007 (subject to a few exceptions). These are: The National Health Service Act 2006, The National Health Service Act (Wales) 2006 and the National Health Service (Consequential Provisions) Act 2006.

Information sharing

The information sharing aspect of Single Assessment is primarily covered by the legislation listed in the table above, together with other specialist legislation on health and social care. Essentially, all personal information collected on the individual must comply with confidentiality rules and be protected as specified in the Acts above. The individual must be properly informed on the use of their information, and their consent obtained before sharing with other agencies involved in their care. For more detailed information on information sharing, see SAP Implementation Guidelines: Section 4 - Sharing and Protecting your Information, and the Southwest NHS and Social Care Information sharing protocol at www.devon.gov.uk/sap-pro

Other Relevant Polices or Strategies

- Fair Access to Care Services 2003 - guidance on eligibility criteria for social care
- The Continuing Care (National Health Service Responsibilities) Modification Directions 2006

- National Service Framework for Long Term Conditions - Good Practice Guide and Examples 2005
- Urgent Care - Department of Health Direction of Travel for urgent care (2006)
- White paper - "Our Health, Our Care, Our Say" and Making it happen (2006)
- No Secrets guidance developing multi-agency policies and procedures to protect vulnerable adults from abuse 2000
- The Caldicott Report 1997 - (confidentiality principles)
- The Coughlan judgement 1999 (continuing health care)
- The Grogan judgment 2006 (continuing health care)
- National Care Standards Commission Regulation & Standards
- Dignity in Care Campaign - Dept of Health
- NHS Code of Practice on confidentiality
- The Community Care Assessments Directions 2004

For more details of the above and other relevant policy and guidance, see the Department of Health website www.dh.gov.uk.

Another useful website with information about various conditions and host of the national SAP website is www.cpa.org.uk (Centre for Policy on Ageing).

Module 2

Person Centred Approaches to Assessment through SAP

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 through SAP (cont)

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 1 - Assessment of Carers

Mod 2 H1

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 2 - Knowledge, Values and Skills for Assessment

Mod 2 H2

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.

(Acknowledgements to Kent County Council)

Module 3

Effective Assessment Skills

Intended Learning Outcomes:

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

- An increased awareness of the principles of an effective assessment.
- Had an opportunity to explore the potential barriers to communication between different agencies.
- Had the opportunity to explore assessments from the service user perspective.
- Had the opportunity to consider implications of joint working & assessment standards.
- Had the opportunity to consider the 360-degree assessment checklist to ensure a holistic assessment.

Relates to: KSF Core Dimensions 1, 4, 5, and 6
Specific Dimensions HWB 1, 2, 6 IK1

Time: 1 hour

Materials: Flip chart paper, post-it notes and marker pens for each group.

Handouts:

- SAP Assessment checklist
- Core Assessment skills
- SAP Implementation Guidelines - Joint working & Assessment standards
- Assessment principles
- Maslow's Hierarchy of Needs (optional)

Activity 1:

- 1) Get into groups of 4-6 people, ideally from different agencies and professional backgrounds
- 2) Ensure each group nominates a facilitator and a writer.
- 3) Answer the question 'What makes a good assessment?'

Look at broad issues such as being person centred, rather than too much detail such as what information is needed.

Effective Assessment Skills (cont)

Issues to get people thinking:

- Use of jargon
 - Documentation
 - Effective assessments should cover a range of areas including physical, psychological, environmental and social issues. (See 360 degree assessment checklist handout) but be proportionate to need
 - Putting the person at the centre of the assessment (what does this mean?)
 - How will people from another agency know what you mean and what areas you have covered?
 - Equality issues
- 4) Feed back to the whole group and discuss any issues

Activity 2

The "*Keeping Milly Happy*" video/DVD is useful to show at the beginning of this module and will help view the assessment from the service user and carer's perspective.

- 1) Ask the group to consider the perspective of Milly and her husband
 - What worked well?
 - What could have been done differently?
 - Identify key areas where errors were made or poor practise took place?
 - Why did this happen?
 - What could be done to prevent this type of approach?
 - Would SAP have made any difference?

or (if film not seen)

- 1) Ask the group to imagine that they are a person with health or social care needs and are expecting someone to call to discuss the problems that they are facing. Individually and still imagining that you are this person, consider the following questions: (it may help to put them up on the wall). Write your answers down.
 - What information do you want?
 - What do you expect from this assessment?
 - Are your answers different if you live alone or with someone else?
- 2) In groups of three, share your ideas and begin building a list. Then feed back to the larger group, and discuss the results.
- 3) Distribute and discuss SAP Implementation Guidelines: Section 3 –Joint working and Standards and the Assessment checklist.

Handout 1 - Single Assessment Process – 360 degree Assessment Checklist

MEDICINES	FALLS	PHYSICAL HEALTH NEEDS	PERSONAL CARE AND DAILY ROUTINES	SENSORY
<ul style="list-style-type: none"> • Have you talked to your GP, pharmacist or health care professional in the past 6 months? • Do you have any concerns about your current medication or side effects? • Do you have problems / concerns managing your medicines at home that cause you to miss taking your medicines, for example, ordering on time, collecting? Do you sometimes forget to take your medicine? • Do you have someone to help you with this (carer, neighbour, relative)? • Do you understand your medicine, for example, purpose, how to take, and implication if missed? • Do you know what to do if you miss a dose or take too much? • Do you have enough information about your medicine? • Do you think your medicines work? Have you stopped taking any? • Do you usually take the medicines prescribed for you? • Do you need help with taking your medicine for example, administering eye drops / injections / inhalers? 	<ul style="list-style-type: none"> • Have you attended A&E for a fall? • Have you called an ambulance for a fall? • Do you have unexpected falls? • Do you have a fear of falling? • Do you feel light headed or dizzy? • Do you have difficulty getting in and out of chair / bed / car? • Do you have difficulty carrying things? • Do you have difficulty with balance? • Do you have difficulties with eyesight or hearing which might make you prone to accidents? • Do you have trouble sleeping? • Do you think that the medicines you take might make you dizzy or light headed? • Do you take more than 4 medicines? • Is your home well lit? • Is your home cold? • Do you have any loose mats on your floor? • Do you have any trailing flexes or wires on your floor? • Do you put things on the stairs? 	<p>Breathing Difficulties</p> <ul style="list-style-type: none"> • Do you suffer from a shortage of breath? Are you asthmatic? • Do you suffer from Heart problems? <p>Pain</p> <ul style="list-style-type: none"> • Do you have any pain when you move or when you are resting? • Do you take any pain medications on a regular basis? • Do you suffer with arthritis or osteoporosis • Do you have any problems with your knees, hips or other joints? • Do you have problems with your back or sciatica? <p>Skin / Tissue viability</p> <ul style="list-style-type: none"> • Do you have any sores, breaks, bruising, itching to your skin? <p>Foot care</p> <ul style="list-style-type: none"> • Do you have any problems with your feet that affect your ability to manage your life? • Do you have problems bending down to wash your feet or cut your toenails? • Do you have diabetes? <p>Eating, drinking and swallowing</p> <ul style="list-style-type: none"> • Do you have any difficulties eating, chewing, or swallowing your food? • Do you have problems swallowing medicines? <p>Urine Contenance</p> <ul style="list-style-type: none"> • Do you have any urine continence problems? • Do you sometimes have accidents when trying to hurry to the toilet? <p>Bowel movements</p> <ul style="list-style-type: none"> • Do you suffer from loose bowels or constipation? <p>Specialised toileting needs</p> <ul style="list-style-type: none"> • Do you need further help with any specialist needs such as a colostomy bag? 	<p>Washing</p> <ul style="list-style-type: none"> • Can you manage getting to the sink or washbasin? • Do you have physical problems that make it difficult to keep yourself clean? <p>Bathing / showering</p> <ul style="list-style-type: none"> • Do you feel safe getting in and out of your bath? • Would you feel safer if you had somebody to help whilst bathing? <p>Using the toilet</p> <ul style="list-style-type: none"> • Do you need help to get to or use the toilet? • Can you get to the toilet in time? <p>Hair care / personal hygiene</p> <ul style="list-style-type: none"> • Do you have problems with itchy skin or scalp? <p>Dressing</p> <ul style="list-style-type: none"> • Can you dress yourself in the morning and undress at night? <p>Oral Hygiene</p> <ul style="list-style-type: none"> • Can you take care of your teeth? • Do you have any difficulties with your teeth, caps or dentures that cause you problems? • Do you have a dentist and when was the last time you saw him? • Do you have sore gums? <p>Food Preparation</p> <ul style="list-style-type: none"> • Do you eat a hot meal everyday? • Do you have difficulties preparing food or opening tins? • Can you manage to make hot drinks safely, whenever you want to? • Do you have special dietary needs, either for health reasons or cultural or religious ones? <p>Housework and Cleaning</p> <ul style="list-style-type: none"> • Do you struggle to keep your house and clothes clean? <p>Shopping</p> <ul style="list-style-type: none"> • Can you get to the post office or the shops? • Can you manage shopping adequately? <p>Getting in / out of chair / bed</p> <ul style="list-style-type: none"> • Can you get in and up from a chair of knee height without using your arms? • Do you have any difficulties getting in or out of bed, or up from the chair? 	<p>Sight</p> <ul style="list-style-type: none"> • Do you have any problems with your eyesight that affect your ability to manage your life? • Have you visited an optician in the past 12 months? • If you wear glasses, are they suitable for your needs? • Do your sight problems make you more prone to falls and accidents? • Can you read your post? <p>Hearing</p> <ul style="list-style-type: none"> • Do you have any problems with your hearing that affect your ability to manage your life, for example deafness, partial hearing or tinnitus? • If you wear a hearing aid, is it suitable for your needs? • Have you visited a hearing specialist in the past 12 months? • How is your sense of balance, for example do you ever feel dizzy? <p>Speech and Communication</p> <ul style="list-style-type: none"> • Do you have a hearing, sight loss, speech impairment or any other physical disability that specifically affects your ability to communicate with people? • Can you use the telephone? • Can you watch TV and listen to the radio? • Can you read newspapers and books and write letters? • Can you communicate with those around you? • Do you have difficulties with language or speaking? • Do you have difficulty understanding what people say to you? • Do you have problems with your tactile senses or taste?

EMOTIONAL WELLBEING	RELATIONSHIPS	MOBILITY AND TRANSPORT	ACCIDENT AND SECURITY	BENEFITS AND FINANCE
<p>Sleeping patterns</p> <ul style="list-style-type: none"> Do you have any difficulties sleeping? Do you feel constantly tired or on edge through lack of sleep? <p>Confidence and disorientation</p> <ul style="list-style-type: none"> Are you ever disorientated or confused about where you are, the people around you or the date? Have you had a recent loss of confidence, or have feelings of uselessness or being a burden to others? <p>Memory loss</p> <ul style="list-style-type: none"> Have you noticed any changes in your memory? Do you have difficulty remembering things? <p>Depression</p> <p>Do you suffer from any other mental well being issues that affect your ability to manage your life, for example, a fear of going outside?</p> <p>Do you suffer from obsessive or compulsive behaviour?</p> <p>Bereavement and loss</p> <ul style="list-style-type: none"> Have you experienced the loss of a family member or close friend recently? Have you experienced any unsettling life events recently, for example, moving home, illness or the loss of a much-loved pet? 	<p>Personal relationships</p> <ul style="list-style-type: none"> If you live alone, do you see other people regularly? Are your family (or significant others) in the immediate area? Do you have dependants living with you, and can you manage to give them the support you would like to? Do you get on with all the other people who live with you and those who visit you regularly? <p>Carer Support (informal / unpaid)</p> <ul style="list-style-type: none"> Do you have someone who normally helps you, for example a relative, neighbour or friend? Do you usually get support from the same person? Do you rely on and trust your carer? Do you feel they need any support in being a Carer? <p>Relationships in general</p> <ul style="list-style-type: none"> How are you getting on with people around you? Do have any pets, and can you cope with looking after them? <p>Social contacts</p> <ul style="list-style-type: none"> Do you see your family and friends regularly? Are you on friendly terms with your neighbours? Do you see people everyday, either by getting out or visits to you? 	<p>Walking / moving around</p> <ul style="list-style-type: none"> Do you need assistance to walk about indoors or outdoors, for example do you use a stick or frame? Can you manage steps or stairs safely? <p>Getting in / out of the home</p> <ul style="list-style-type: none"> Describe any problems you have in getting in or out of your home, such as difficulties with steps, shared access, slopes, poor lighting, etc. <p>Getting in / out of the car</p> <ul style="list-style-type: none"> Do you need help or modifications to get in/out of a car? <p>Use of public transport</p> <ul style="list-style-type: none"> Can you get to the bus or train? Describe any difficulties using public transport <p style="text-align: center;">ACCOMMODATION</p> <p>Location and accommodation</p> <ul style="list-style-type: none"> Do you have any concerns about the location of your accommodation? Has your property been adapted and is that adaptation sufficient for your needs? For example, ramp, external lighting or handrail. Has a home safety check been completed? <p>Access to and within accommodation</p> <ul style="list-style-type: none"> Do you have concerns about access to the premises being unsafe, for example, poorly lit entrance, steps or slippery paths? <p>Keeping warm at home</p> <ul style="list-style-type: none"> Does your home have adequate heating in all the rooms that you use? Do you have problems keeping yourself warm at home? <p>Amenities/facilities of the accommodation</p> <ul style="list-style-type: none"> Are there any aspects of your accommodation that appear unsafe or in a poor state of repair, either inside or out? Is your home well lit? Do you have concerns that any equipment within the premises is unsafe, particularly gas, electrical appliances and cooking facilities? <p>Access to local facilities and shops</p> <ul style="list-style-type: none"> Do you need to get help to your local shops or to the post office for your pension or benefits? Are you able to get to local facilities such as your place of worship, library or other leisure activities? 	<p>Personal / home security</p> <ul style="list-style-type: none"> Do you have a good doorstep procedure, for example, can you see the caller before opening the door, do you check identity cards? Do you keep your doors locked? <p>Safety to others</p> <ul style="list-style-type: none"> Do you have any concerns about the safety of other people who you come into contact with? Are there any environmental factors that present a risk to you or others, for example dangerous animals or poor standards of cleanliness? Are you a carrier of an infection such as MRSA, hepatitis or HIV? <p>Neglect or abuse by others - Be aware of:</p> <ul style="list-style-type: none"> A history of domestic violence in the family Aggression from Carer / relative if present Unexplained injuries <p style="text-align: center;">EMPLOYMENT AND LEISURE</p> <p>Help finding / maintaining work or training</p> <ul style="list-style-type: none"> Would you like some help with finding a job or training course? Do you have physical or learning disabilities that limit your ability to get work? <p>Involvement in leisure and hobbies</p> <ul style="list-style-type: none"> Are there any activities that you enjoy doing now or would like to pursue but have difficulty with, such as educational classes, going to a place of worship, clubs, work, and so on? Do you take regular exercise? <p style="text-align: center;">VULNERABLE ADULTS</p> <ul style="list-style-type: none"> Was it possible to speak to person on their own? Did they appear wary, nervous, scared of someone? Were there obvious injuries that could not be explained? Who manages the person's money? Obvious discrimination? History of domestic violence? Is the person confined to a specific area? 	<p>Level of personal finances</p> <ul style="list-style-type: none"> Do you have difficulties making ends meet with current level of income? Are you able to afford to heat your home adequately and pay your rent or other bills? <p>Management of personal finances</p> <ul style="list-style-type: none"> Do you normally manage your own money, or do you need help? Do you have a bank account and can you use it / get to the bank? Do you have any difficulties with family or friends who help you to manage your money? Does someone else have Power of Attorney for you? <p>Receives all relevant benefits / allowances</p> <ul style="list-style-type: none"> Are you claiming all the benefits to which you are entitled? Would you like further information or advice on welfare benefits? <p style="text-align: center;">CARERS</p> <p>Consider:</p> <ul style="list-style-type: none"> Does the Carer need support in continuing to provide care? Does the Carer manage to have a break from Caring? Does the Carer wish to join the local Carers Link Network? Are the Carers needs adequately considered within this assessment or is a separate Cares Assessment needed?