

Unit 2/LD 202: Support person-centred thinking and planning

Unit code:	L/601/6442
QCF Level 2:	BTEC Specialist
Credit value:	5
Guided learning hours:	34

Unit aim

This unit aims to provide learners with an understanding of the principles which underpin person-centred planning and practice within health and social care. The unit also aims to provide the learner with an understanding of the context in which person-centred planning and practice takes place.

Unit introduction

A person-centred approach to planning and review is an essential component of providing support within residential, day and domiciliary settings. Current legislation provides a framework within which all personnel must operate, taking a holistic and needs-led approach to the support of individuals. This unit will give learners an understanding of the beliefs and values which a person-centred approach is based on. Learners will examine these and also gain knowledge of the tools which are used in planning and delivery of support. Learners will investigate the challenges presented by this approach and consider how to apply person-centred thinking to their own experience. Learners will develop competence in the skills and attitudes required to support person-centred thinking in real work situations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the principles and practice of person-centred thinking, planning and reviews	1.1 Identify the beliefs and values on which person-centred thinking and planning is based 1.2 Define person-centred thinking, planning and reviews 1.3 Describe the difference that person-centred thinking can make to individuals and their families 1.4 Describe examples of person-centred thinking tools 1.5 Explain what a 'one page profile' is 1.6 Describe the person-centred review process
2 Understand the context within which person-centred thinking and planning takes place	2.1 Outline current legislation, policy and guidance underpinning person-centred thinking and planning 2.2 Describe the relationship between person-centred planning and personalised services 2.3 Identify ways that person-centred thinking can be used: <ul style="list-style-type: none"> • with individuals • in teams
3 Understand own role in person-centred planning, thinking and reviews	3.1 Describe own role in person-centred thinking, planning and reviews when supporting individuals 3.2 Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work 3.3 Describe how these challenges might be overcome

Learning outcomes	Assessment criteria
<p>4 Be able to apply person-centred thinking in relation to own life</p>	<p>4.1 Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working</p> <p>4.2 Describe own relationship circle</p> <p>4.3 Describe how helpful using a person-centred thinking toll was to identify actions in relation to own life</p> <p>4.4 Describe how to prepare for own person-centred review</p>
<p>5 Be able to implement person-centred thinking and person-centred reviews</p>	<p>5.1 Use person-centred thinking to know and act on what is important to the individual</p> <p>5.2 Establish with the individual how they want to be supported</p> <p>5.3 Use person-centred thinking to know and respond to how the individual communicates</p> <p>5.4 Be responsive to how an individual makes decisions to support them to have maximum choice and control in their life</p> <p>5.5 Support the individual in their relationships and in being part of their community using person centred thinking</p> <p>5.6 Ensure that the individual is central to the person centred review process</p> <p>5.7 Explain how to ensure that actions from a review happen</p>

Unit content

1 Understand the principles and practice of person-centred thinking, planning and reviews

Beliefs and values: Rogers, core conditions, growth promoting climate; the social model and principles of inclusion; work of Michael Smull

Person-centred thinking: based around the individual; control in the hands of the individual; making decisions; focusing on individuals

Person-centred planning: the five key features, person at the centre of the planning process, family and friends as partners in planning; valuing family and friends; consideration of what is important to the individual now and in the future and the support required, being part of the community, the plan remains 'live'; consideration of hopes and wishes; recognition of the individual as part of the family unit; promotion of rapport with the individual, family, friends and professionals; recognition of the right of family and friends to be involved; provision of individualised care and support; addressing issues which affect plans; importance of communication between individuals, family, friends and professionals; basing plans on an individual's priorities in alliance with family, friends and professionals; use of facilitators

Person-centred thinking tools: eg the doughnut sort, matching staff, relationship circles; circles of support; communication charts, learning logs, 4+1 questions, decision making agreements, presence to contributions, dreaming, citizenship tool, working/not working; good day/bad day; Making Action Plans, (MAPs), Planning Alternative Futures (PATH – a creative tool which is a team facilitated graphic planning process)

One page profiles: definition; building one page profiles; using one page profiles to develop person-centred plans and support plans

Person-centred review process: planning and preparation, facilitation, follow-up action

2 Understand the context within which person-centred thinking and planning takes place

Legislation, policy and guidance: relevant sections from eg Community Care Act 1990, Disability Discrimination Act 1995 (as amended 2005), Human Rights Act 1998; white paper *Valuing People: a new strategy for learning disability for the 21st century* (2001); white paper *Valuing People Now: from progress to transformation* (2007)

The relationship between planning and services: importance of relationships; importance of interactions; identifying actions; resolving issues; assessing costs/use of resources

Working with individuals: defining roles and responsibilities; matching staff to individual users of the service; identifying actions; identifying and managing risks; involving significant others in the planning process; self-directed support

Working with teams: defining roles and responsibilities; use of Planning Alternative Futures (PATHS), Making Action Plans (MAPS); assessing risks; use of process facilitators, graphic facilitators

3 **Understand own role in person-centred planning, thinking and reviews**

Own role: personal expectations; expectations of others; facilitating self directed support; recording plans and actions

Challenges: issues of control; risks involved; dealing with personal issues; accepting constructive criticism from colleagues, users of the service; conflicting values; setting boundaries; resistance to change/fear of change

Overcoming challenges: peer review; use of counselling/mentors; assessing own values; use of person-centred thinking tools, eg the person-centred self-audit; use of person-centred champions

4 **Be able to apply person-centred thinking in relation to own life**

Demonstrate use of person-centred thinking tools in own life: use of selected thinking tools to assess personal progress and identify actions; identification of own relationship circle and effects on personal progress; use of a person-centred thinking tool to assess and record personal progress; self reflection as preparation for own person-centred review

5 **Be able to implement person-centred thinking and person-centred reviews**

Implementing person-centred thinking and reviews: use of appropriate thinking tools; acting as facilitator to establish required support; importance of positive communication; listening skills; individual at the centre of the process; enabling self directed support; use of relationship circles; recording plans and identified actions; following up identified actions

Essential guidance for tutors

Delivery

The unit should be delivered by a tutor with experience of delivering person-centred support to individuals. The knowledge elements of the unit will require a taught approach, but it is recommended that learners are offered as many opportunities, as is considered reasonable, to discuss issues and contribute ideas from their own experience of working in the sector. The use of case studies and training DVDs is also recommended as a focus for discussion and will provide a realistic context for learners. Examples of person-centred tools which can be down-loaded from the internet may be used as examples in the classroom. Learners could be encouraged to use some of these to assess their own progress and develop empathy with individuals who use the services. Learning outcomes 4 and 5 require learners to demonstrate their skills and it is recommended that learners are given opportunities to observe professionals either in their own workplace or on work experience. Learners will also need opportunities to practise skills as part of the learning process.

Assessment

Assessment for the unit could be produced in a variety of forms that will enable learners to achieve functional skills in English and ICT. Tutors should ensure full coverage of the assessment criteria and adherence to the command verbs in order to meet the requirements of the unit. **Learning outcomes 4 and 5 require learners to demonstrate their skills in applying the knowledge elements of this unit in real work situations.** Learners should produce reflective accounts of their performance, accompanied by signed witness accounts from workplace supervisors.

Indicative resource materials

Textbooks

Brooker D – *Person-centred Dementia Care – Making Services Better* (Jessica Kingsley Publishers, 2007) ISBN 978-1-84310-337-0

O'Brien J and O'Brien C – *A Little Book about Person – Centred Planning* (Inclusion Press, 2006) ISBN 1-895418-40-2

Journals

Community Care Magazine

The Nursing Times

Websites

www.cambridgeshire.gov.uk

Person-centred planning

www.mencap.org.uk

Mencap works exclusively with and for people with a learning disability

www.valuingpeoplenow.gov.uk/index.jsp

Resources on legislation