



Learning outcome 3:

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

This learning outcome has three assessment criteria:

- 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

Introduction

This learning outcome looks at the role that you play in person-centred thinking, planning and reviews when supporting the individuals that you work with. You may be working as a key worker directly planning and reviewing with an individual that you support or you may be a co-key worker or even supporting a senior member of staff to support an individual. Whatever role you play you should use this learning outcome in order to collect evidence about that role. We will also look at the challenges that may be faced in implementing person-centred thinking, planning and reviews in the work that you do. Finally we look at how to overcome these challenges.

This learning outcome is mandatory for learners wanting to pursue the learning disability pathway. The whole unit is competence based and therefore you should be providing real work-based evidence wherever possible such as workplace direct observation, copies of work products, and reflective accounts for your assessor showing how you have met the learning outcomes.

3.1 Describe own role in person-centred thinking, planning and reviews when supporting individuals

Empathy is a major part of the person-centred thinking, planning and review process. As someone who works in social care you should be aware of the person-centred values that were discussed in the first section of this workbook. You should be aware of how to apply them to yourself and those that you work with. How would you feel if you were not consulted about what you want to do with your life and how you want to live out your dreams and aspirations? You would probably feel very powerless.

Your role is very important in the person-centred thinking, planning and review process when supporting individuals. As someone who is supporting and helping to write a person-centred plan you need to understand that this document forms a major part of the service user's life and how they do things and are supported. You may not be a key worker and may not write the plan directly, but it is your role to make sure that you and others follow what has been decided in the person-centred plan. You should make sure that people are aware of the plan and the most important things they should concentrate on. Whether or not you are not the key worker who writes the plan, you should be aware of how to do this and practise doing it during this unit.

If you are responsible for helping the person to write their person-centred plan then you need to be aware of certain factors. These could be things like: likes and dislikes, hopes and dreams and aspirations, personal care needs, dietary needs, family and friends, medical history and any illnesses. You should also consider any other areas that are important to the service user that you work with. You will also need to consult with experts who can advise the service user and yourself on the best way to meet the needs of the person concerned. It may also be your job to arrange the reviews and invite the people that the service user needs or wants to attend.

Think about: Who would you most like to support you if you needed help to write your person-centred plan? Why is this?

Thinking activity

Often it can come down to one particular person to help someone write their plan and this could be you. Do you know your role and how you are effective in supporting an individual to formulate their plan?

3.2 Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work

Many sorts of challenges may arise as a result of the person-centred planning and review process. Person-centred planning is never easy as it deals with real human beings who may have a variety of different issues. It is important to all strive to overcome challenges in the person-centred planning and review process. You may have already encountered problems implementing the person-centred planning and review process, including: over-protective families and friends who feel activities may be inappropriate or too dangerous for the person that you support to be involved with; anxiety of the person who you work with in certain situations or places which may make them unwelcome in certain activities.

More often than not now there are problems with funding and raising money in order to pay for activities that your service user may wish to be involved in. There may also be health and safety risks to your service user which outweigh the benefit of the activity and make it too dangerous for them. Maybe a service user has problems with their health, such as epilepsy or diabetes, which makes it hazardous for them to become involved in an activity. Photosensitive epilepsy may be aggravated by a service user going into a nightclub and diabetes may prevent service users from indulging in rich puddings and sugary foods.

Other challenges may include poor staffing in a project where people live and work which means that there are problems in supporting service users to access activities.

3.3 Describe how these challenges might be overcome

Implementing the person-centred thinking, planning and review process is never an easy task. You are dealing with real people who have real emotions and feelings and sometimes quite profound learning disabilities.

You may also be dealing with families who are over-protective and services that are overstretched and under-resourced. It is important to you to be tenacious in your approach at all times. You will not get much done if you fail at first and then give up. Make sure that you try different approaches and if that fails try something different. You need to consider: if you were doing something for yourself and one thing did not work, would you just give up? It is important for you to think of new and innovative ways in which to help them get access to services if you feel it is to their advantage.

You will find many challenges in the person-centred planning process and it is important to ensure that you get as many professional people involved as possible to help you and the service user realise their dreams and aspirations.

Thinking activity

Are there any obstacles that stand in the way of you and your dreams? If so who or what are they? How will you deal with these obstacles?

Key learning point

It is important that people who are helping to create plans are good at problem-solving when faced with challenges and do not easily give up.

Summary for learning outcome 3

For this learning outcome you should be able to identify the role you play in person-centred thinking, planning and review. You should be able to identify challenges from your own practice and that of others in person-centred planning and review. You should also be able to identify ways to overcome the difficulties in implementing person-centred planning, thinking and review.

Action!

Turn to the assessment section and complete questions 10 and 11.