Learning Guide

Person-centred approach

28528 Describe and apply a person-centred approach in a health and wellbeing setting

Name:

Workplace:

Level 3 3 credits
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Introduction

This learning guide is about applying a person-centred approach to support a person.

How to use your learning guide

This guide supports your learning and prepares you for the unit standard assessment. The activities and scenarios should be used as a general guide for learning.

This guide relates to the following unit standard:
- Describe and implement a person-centred approach in a health or wellbeing setting.

This guide is yours to keep. Make it your own by writing notes that help you remember things, or where you need to find more information.

Follow the tips in the notes column.

You may use highlight pens to show important information and ideas, and think about how this information applies to your work.

You might find it helpful to talk to colleagues or your supervisor.

Finish this learning guide before you start on the assessment.

What you will learn

This topic will help you to:
- Understand elements and values of a person-centred approach
- Gain knowledge of the benefits of a person-centred approach
- Understand what active participation is and strategies to promote this.
- Understand application of a person-centred approach
What is a person-centred approach?

A person-centred approach ensures people, who use health and social care services, are empowered to make their own decisions about the life they choose to live.

It is about recognising each person as a unique individual with their own wishes and goals and partnering with them to identify and co-ordinate care to support their needs.

It is about treating people with dignity, compassion and respect.

Background to the person-centred approach

In recent times there has been a shift in the way we support and care for people who use health and social services. We have seen a move away from the traditional model of care where people were expected to adapt to the services available, to a social model of care called ‘person-centred.’ The emphasis here is matching the service to the person’s needs.

**Person-centred** is a term that originates from the works of psychologist Carl Rogers (1902-1987), who recognised there were key elements in optimising peoples’ health and wellbeing. One was ensuring people were empowered to make decisions about the life they choose to live, and secondly that positive and meaningful relationships were at the very core of a person’s sense of wellbeing. These elements form the basis of a person centre approach which is now influencing the way we support people who use health and social services.

Services and organisations are recognising that what a person ‘wants and needs’ should be at the heart of the care and support they receive. This can be from a broader perspective of where the person wants to live, what they want to do, and who they want to do things with; to a more specific day to day perspective around choices like getting up and going to bed at a time that suits them, making choices about the clothes they wear, the food they eat and the activities in which they participate.

The core philosophy of a person-centred approach is not only recognising that people have a right to be involved in their own care but also recognising the importance of engaging family, whanau and others in this process. It is about developing a deep understanding of all aspects of a person (social, emotional, physical, spiritual, cultural, and mental) and partnering with people important to the person, to support them to live the life they want.

In the past, people who required support were expected to fit in with routines and practices that were determined as appropriate for them by the services they used. With a person-centred approach, there is an expectation that we will be more flexible in the way care is provided to meet the needs in a manner suited best for the people we support.
What does a person-centred approach look like?

- Listening and involving a person in decisions around their care and support. Respecting what they want to happen to live a good life.
- Working together with family, whanau and others.
- Promoting independence by involving person in own care and supporting them to make choices. Work WITH them not for them.
- Supporting a person holistically, taking into consideration their physical, emotional, spiritual, cultural, mental and social needs.
- Providing care and support which is of a high quality and individualised.
- Offering flexibility of care and routines and demonstrating tolerance.
- Communicating effectively with the person receiving support, their family, whanau and others including colleagues.
Benefits of person-centred approach

A person-centred approach:

- allows a person to be actively involved in the planning of their own life.
- shifts power to person and family rather than organisation in decision making process.
- encourages time is spent with person and families to build trust and partnerships.
- allows a person’s needs to be met based on the life they choose to live.
- means that services become more ‘person’ led rather than ‘service driven’.
- empowers the person to make own decisions; this has a positive effect on a person’s a sense of purpose in other aspects of their life. For example, being actively involved in their care or activities or participating in their community.
- involves people all working towards a common goal of supporting a person to get the best out of life.
- permits a person-centred plan, that individualises support based on person’s wishes and needs.
- ensures that the support and care that is provided is more person-orientated rather than task-orientated.
- means the whole of a person’s life is considered from a holistic approach (physical, social, spiritual, cultural, emotional and mental).
- ensures that support workers who work from a person-centred approach gain greater job satisfaction. They have an understanding of the link between building relationships, meeting a person’s needs and wishes and quality of life.

Holistic care that is developed around the unique identity and needs of a person, leads to the individual receiving the respect and value they deserve and are more likely to thrive in their surroundings.
What needs to happen to implement a person-centred approach in a health or social care setting?

Services will need:

- managers that are knowledgeable, committed and active in promoting a person-centred approach.
- a shift in attitude from ‘What be done for this person?’ to ‘what makes sense for this person and their family?’ and ‘What is it that this person wants for themselves and how can we help?’
- to ensure everyone in the workplace is orientated to what person-centred means, this includes support workers, cleaners, administrators, caretakers, and cooks. Everyone needs to be working from the set of principles of care.
- to instil a culture in the workplace that favours a person-centred approach, for example, changes in staff routines, more time given to engage with people in care and their families, staff meetings that are person-focused, information that is easily accessible to staff and ongoing training that supports staff to work in a person-centred way.
- to provide a safe and supportive environment, where people feel valued and listened to and where things happen the way they want.
- to positively focus on the strengths of the people being cared for rather than their limitations.
- to develop and nurture an equal partnership with families, whanau and others who are important to the person. Educating families on the importance of person-centred care. This will empower them to be confident in their involvement in helping person to make decision around their care and support.
- to ensure that life stories, personal profiles and care plans capture all aspects of a person’s life (physically, socially, spiritually, culturally, emotionally and mentally).
- to make sure that care plans are detailed and comprehensive outlining a person’s wishes and needs and the support required. Regular reviews conducted to accommodate changes that may take place to meet a person’s needs.
- to make a commitment that a person’s plan is translated into action.
- to ensure policies and procedures reflect a person-centred approach.
How is a person-centred approach being supported in your workplace?
Person-centred values

Values influence our attitudes and behaviours. It is important to have an understanding of the 8 values that represent a person-centred approach. These values will guide you to work and engage with the people you support in a person-centred way.

Now let’s look at each of these values a little more closely.

**Individuality**

It is important to recognise that you need to be responsive to each person as a unique individual. Consider cultural differences, preferences and values and provide care that is personalised to the needs of each person. For example, we cannot assume that all people who have dementia will have the same needs or require the same level or type of support.

Your role as a support worker is to find out about the person you support. This is about having a clear understanding of all aspects of a person’s life and not just focusing on their physical care needs. A life story is often part of a person’s care plan. This is like a biography of the person and their life experiences. Become familiar with their ‘story’. Talk to the person you support. Listen to what they say and respect their views and opinions. Achieving this can at times be difficult as it requires you to take the time to listen and talk. This is particularly challenging where there is a work focus of just getting the ‘job done’. Utilise opportunities to interact when you are supporting personal cares. Find out about the person’s likes, dislikes, habits, hobbies and
interests. Knowing what is important to the person you will be able to tailor the care you provide to meet the unique needs of the person you are supporting.

Remember to be aware that the needs of a person may change and the care you provide will need to be adapted to meet these changes.

Write

What do you value as being important in your life?

What are your likes, dislikes, interests, beliefs, rituals?

All these things are part of your own life story...

Reflect on what it would be like if some of these things were ignored, devalued or simply forgotten about. How would you feel? How might it impact on your self-identity?
Dignity and Respect

It is important to demonstrate respect towards a person you are supporting, by listening to them and honouring their values, choices and views. If a person is supported to live according to their own moral principles, they will maintain a sense of dignity. When a person feels they have been listened to, and taken seriously, they feel valued and worthy of respect. A feeling of self-respect is reflected in a person’s sense of identity.

Sense of self is also closely linked to our name and our appearance. It is important to be respectful and to address the person by the name they prefer. Some people are happy for their first name to be used, while others may prefer to be formally addressed as Mr or Mrs. Avoid pet names or generic terms like ‘dear’ or ‘love’ as this can be devaluing and also reduces a person’s sense of identity. Encourage a person to take pride in their presentation and compliment them on this. You can assist by offering choices of clothes, ensuring their clothes are clean and personal cares are completed.

Be kind and reassuring and do not speak down to the person. Ensure the language you use is positive and encouraging. Let the person do things at their own pace and in their own way, and give plenty of praise that is valuing and respectful. Be sensitive, compassionate and think about things from the person’s perspective.

Treat Me with Dignity

In memory of my dad who was unhappy in the care home he was in and I didn’t know enough then to help him) – Anon

I’m feeling down, I’m feeling low,
You say I’m going but I don’t want to go
I want some peace to enjoy what I like,
In my previous life I’d have gone for a hike.
But now you say that I’ve got to partake,
In bingo and singing, oh for heaven’s sake!
You bully me and make me feel small,
I hate it and you, I hate it all.
I want some respect, to be asked and be heard,
Not ordered about – it’s awful, absurd.
Have you heard the word dignity, do you know what it means,
Individuals with feelings not human machines.
Help me to teach you about honour and pride,
Empowerment’s another thing I’d like to guide.
I used to be tough and I used to be strong,
The fact that it’s diminished is sad and it’s wrong.
You’re supposed to help me live life to its best,
Instead I feel sorrow, not vigour and zest.
So treat me and others in a way that you’d want to be treated,
Then folk like me won’t always feel cheated.
Reflect

Think of a time when your dignity was compromised. How did you feel – humiliated, embarrassed, or powerless?

Now think about how a person who receives support may feel when they overhear two support workers talking about him as being ‘naughty and uncooperative’.

Privacy

Remember all people value privacy, and this is no different for someone who is relying on support in a care setting. If you work in an aged care residential setting think about the number of times someone is in a person’s space. It might be when you are assisting with personal cares or when someone else is cleaning their room, for example, a nurse administering medications or a support worker delivering a cup of tea. This is a large number of people coming and going on a daily basis which can be overwhelming and confusing. Remember to promote privacy whenever possible. Close the person’s door if they want some space and quiet time, knock before you enter and respect this space as their ‘home’. The same principles apply to supporting a person in their own home. When assisting with personal care tasks, ensure you support the person’s dignity by making sure you carry out tasks in a way that is sensitive to their right to privacy. By recognising the importance of a person’s privacy, you are also supporting a person’s right to have control over their environment.
How do you demonstrate respect for a person’s privacy?
Independence

It is important that you, as a support worker, promote opportunities for a person to maintain independence on a day to day basis. This not only supports the person to be ‘actively’ involved in their care, but also increases their feeling of self-worth. Just because a person is reliant on support, does not mean they need to lose their independence totally. Your role is to be creative in finding ways that you can support a person to maintain or enhance their independence. An effective way to promote independence is to encourage a person to either start off or finish a task or give prompts throughout task. For example, a person with dementia may have forgotten how to dress themselves. In this situation you can prompt them to put on their shirt by giving short simple instructions, and then you can complete the task by doing up the buttons. For a person with a cognitive impairment, you may involve them in making a cup of tea, by encouraging them to finish the task of putting the milk into the cup. Having independence makes a person feel they have control in their life, helps them feel confident and fulfils their need of being able to participate in daily life.

Choice

A person in a care setting must be presented with choices and options. Information must be readily available to them, so they can make an informed decision. It is important to demonstrate respect for the choice the person has made and not to let your beliefs or views influence them. By encouraging a person to make a choice you are demonstrating that you respect them as a person and support the decisions they make.

Communicating about choices is just as important as giving a person options on choices. There are times when people, who have a cognitive impairments, for example, dementia, intellectual disabilities, or brain injuries, may find having to make a choice or decision too overwhelming. This is also the case if there are too many choices on offer.
You can assist them to make a choice by using some of the following strategies:

1. Sometimes it is more feasible to provide fewer choices rather than too many. When assisting someone to get dressed in the morning, you may put two different blouses on the bed for them to choose from rather than expect them to select from the wardrobe full of clothes. You have to be attentive to behavioural cues that indicate a person’s preference, particularly with someone who has communication or cognitive impairments. The person may use gestures, facial expressions or body language to indicate their choice. For example they may tilt their head towards the blouse they wish to wear.

2. Use effective communication aids to assist in choices being offered. This may be photos, pictures or symbols. A communication aid can be a particularly effective strategy for someone with little or no verbal communication skills. For example, having different pictures as options for them to choose from. For morning tea, it may be three pictures of different types of drinks: coffee, tea or juice. It is important you still verbally communicate the choices being offered as you offer them the picture cards. For example, ‘Hi Miriam, what drink would you like this morning?’ Place pictures where person can see them and give them time to make their choice.

3. Sometimes we need to offer what we called ‘weighted choices’. You support Eric who must take his epilepsy medication, but he resists doing this. A weighted choice might be: “Eric, would you like to take your medication with a glass of milk or a mug of milo?”

4. Teaching a simple sequence of steps can also enable the person the autonomy to make a choice. “Charlie, we need to first change the dressing on your leg, then you can watch Shortland Street.

Remember you do still need to balance a person’s choice with the responsibility you have to make sure their safety or wellbeing is not compromised. For example, a person may want to make their own cup of tea, but their tremors put them at risk of burning themselves with hot water. Another example would be a person making the choice of declining their evening meal. Firstly, you would listen to the person and try to ascertain why they have made this choice. Consider if the person is frustrated that they no longer are able to do many day-to-day tasks? Consider whether or not the food being served in the evening is to the
person’s liking? Discuss with the person how they are feeling and how you may be able to help them. Perhaps suggest that you could put the hot water in the cup for them, and they could put in the teabag and milk. Offer an alternative meal for dinner or maybe a snack if they say they are not hungry.

By working with the person to find a solution, you are showing them respect and still honouring their wishes as well as you can.

The inability for the person to effectively communicate does not mean that their preferences should go unnoticed. It is imperative a person being supported is given choices so that they have a say in their own care.

Reflect

Think about choices you can offer to a person you support.
Partnership

Person-centred care is about creating positive partnerships with the person, families, whanau and others. It is about working together to ensure the person is central to the planning process and has a voice. Partnerships don’t just happen as a course of action, it is about nurturing a relationship, by spending time with the person and others, showing that you, as a team, value their input, and demonstrate that, as a team, have made an effort to find out about the ‘whole’ person. Working in partnership also gives families, whanau and others opportunities to discuss their wishes and concerns whilst acknowledging their family member has their own ideas of how they want to live their life. There are times in which a person is highly dependent and does not have the cognitive capacity to fully participate. In these situations, families, whanau or other people close to the person may need to be an advocate on the person’s behalf and be their voice.

A relationship built on trust and respect will encourage the person to take an active role in decision making and they will gain confidence in you as a support worker. Knowing you will honour their choices and wishes is great way to build a strong and trusting relationship. In addition, a partnership that fosters equality and freedom to express views or preferences, without being judged, enhances a person’s overall health and wellbeing and general outlook on life.

The following statement, written by an elderly person, is a moving outlook on the value of relationships.

“When I am with someone with whom I have a relationship, I know that I am living. Surrounded by people who are strangers, funneled into daily routines that are unfamiliar and uncomfortable, my life is unknown to others. I’m not sure I am alive. It’s as though I have fallen out of life…..Relationships are not only the heart of long-term care, they are the heart of life”.

Rights

The people you care and support have the same rights as anyone else living in society. It is important to acknowledge a person’s rights. For example, we all have the right to be part of a community, choose who are friends are, what we wish to wear, or what we want to eat, as well as the having the right to say no. Though it is important to acknowledge that all people have rights, you sometimes may need balance a person’s rights against what your responsibilities are as a support worker. For example, Neil, a person you support, is insisting he wants to keep his room door locked at all times and states it is his ‘right’ to privacy. He has already expressed his dissatisfaction with the number of people who come and go from his room. Despite his right to privacy, locking the door can have safety implications. In a situation like this you may suggest some alternative options. An example could be having a sign on the door, ‘please do not disturb’, which Neil could use when he feels like some privacy. If he rejects the choices you offer, you would then seek help and advice from your manager.
Now that you have a good idea about the **eight** values of a person-centred approach, complete the following exercise. Consider the description of values listed on the left hand side of the page and link each with an arrow with the correct value on the right.

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
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<tr>
<td>Those things that you are morally or legally entitle to.</td>
<td>Rights</td>
</tr>
<tr>
<td>Unique characteristics, personality and needs</td>
<td>Dignity</td>
</tr>
<tr>
<td>The act or an instance of choosing or selecting</td>
<td>Independence</td>
</tr>
<tr>
<td>Connection or coming together for same sense of purpose</td>
<td>Choice</td>
</tr>
<tr>
<td>State in which one is not observed or disturbed</td>
<td>Individuality</td>
</tr>
<tr>
<td>State of being worthy of esteem or respect</td>
<td>Privacy</td>
</tr>
<tr>
<td>An attitude of admiration and regard</td>
<td>Respect</td>
</tr>
<tr>
<td>Freedom from the support, control, aid of others</td>
<td>Partnership</td>
</tr>
</tbody>
</table>
Active Participation

Active participation is about people being actively involved in decisions around their care and support, rather than being a passive spectator or recipient. Active participation gives the person the opportunity to express their ideas, wishes, needs, wants and preferences and have control over their life.

Terms such as ‘consultation’, ‘partnership’ and ‘involvement’ are often used to explain active participation. It is about empowering the person to make choices about the way they want to live on a day-to-day basis as well as their aspirations for the future. In a residential care setting, the participation may be deciding when and where the person wants to have their meals and the time they want to get out of bed in the morning. In a homecare setting, participation might be deciding when a support worker comes into person’s home to do their personal cares, or how they may want to participate in the wider community. However, it is important to remember that, though we encourage active and full involvement in decisions, there are times where health professionals or services may need to make decisions irrespective of a person’s preferences. This may happen when a person’s wellbeing, mental state or capabilities are of concern.

There are several different levels of active participation depending on many factors. These factors may include age, disability, condition and environmental circumstances. You need to be aware that participation in the context of the person’s ability may also dictate whether the person is able to fully participate or not. In a situation like this it may be appropriate for an advocate (usually family or friend) to act on their behalf, making decisions based on what they believe the person would choose or want and endeavouring, where ever possible, to consult with the person in care.
Benefits of active participation

Active participation empowers a person to have a say in decisions about their own life.

This level of involvement gives the person a sense of control over what is happening in their own life which builds their confidence and self-esteem. This has been particularly noted in younger people being supported in health care settings. They gain an understanding that they can influence decisions about their lives.

Active participation is a positive and beneficial approach in engaging people who are important to the person being supported, that is, family, whanau and others. Empowering people by involving them, giving them information and options, and respecting their rights to support their family member, is recognised as having a link to positive outcomes related to holistic health needs. Remember family members often know the person best and can bring a huge depth of knowledge and information to the process.

Active participation benefits society, as well as the people involved in person-centred care. Active participation challenges misconceptions that older people and people with disabilities need to have decisions made for them. Active participation allows people to have their voices heard and have the opportunity to stand up for their own rights and choices. It increases awareness in all of us, that people regardless of age, disability or condition, can contribute to decision making processes.

As a support worker, when you actively promote participation, you are demonstrating to the person that you have confidence in their ability to express their needs, make choices, and participate in their own care. This will facilitate a trusting meaningful relationship with the person you support.

Active participation is linked to overall wellbeing of individuals’ and is directly linked to an individuals sense of self and retained independence.
Strategies to promote active participation

**Time**
Ensure plenty of time is spent with the person and their families, whanau and others, that they like and trust, to explore ideas, options and solutions that are suitable and acceptable to all.

**Communication**
Use language that is familiar; jargon or professional terms can be confusing and disempowering. Language needs to be positive, focusing on what the person wants, their strengths and capabilities, not on what they are incapable of doing. Listen carefully to what they are saying. There will be times when you need to look for the meaning beyond the words. You may need to use communication aids to enable the person to participate.

**Cultural awareness**
The active participation process must be facilitated in way that responds to a person’s cultural needs. When you acknowledge a person’s cultural background you are demonstrating respect and acceptance of their beliefs and values. It is important you are familiar with their culture so as not to offend them or their family.

**Being non-judgemental**
A person needs time to make decisions – which requires information and guidance. Support them to make a decision without influencing them with your own beliefs, views or opinions.

**Valued role**
Active participation makes a person feel continually important and aware that things are done for their benefit. Often people who use health and social care services are at risk of being devalued. Active participation ensures that they can feel, see and believe that are valued and supported.

**Confidentiality**
It is important to remember that the information that you collect, or has been collected, belongs to the person; they own it and therefore it must be treated with respect and confidentiality.
Keeping Promises

Promises that are made are promises that must be kept; this means that commitments made need to be acted upon. You need to ensure you know what role you have in ensuring that the person’s wishes and needs are carried forward within the boundaries of your role. If for any reason things do not happen, the situation needs to be followed up, discussed and another solution put in place.

Using life stories

Involving a person to be an active participant can start with gathering information. Work with the person and their family, whanau and others to create a ‘life story’ (sometimes called a personal profile). A life story provides a holistic view of the person – their memories, experiences, social life, relationships, religious, spiritual and cultural ties and losses. This can be collected and recorded in a way that works for the person. For example, a book, scrapbook with photographs, memory box, memory chart or video recording. It helps us work out what is really important to the person and the support they may require. It allows us a glimpse of the person’s past and present life. Showing an interest and valuing a person’s story lets you see the person as a unique individual with a range of experiences, interests and needs. Life stories give us a starting point for conversations and interactions which can be the foundation for genuine relationships. It can assist in determining meaningful activities for the person based on their lifelong interest. It gives support workers information that is in-depth and useful, particularly in assisting people who may have limited communication or a cognitive impairment. It can be an important tool to use when supporting a person to live the life they want.
**Case Study: Example of person-centred approach.**

Colleen lives in a dementia care facility and often seems unhappy. Because Colleen has difficulty now verbalising her needs, staff have been trying to work out what is the cause of her low mood and agitation. A support worker noted from Colleen’s life story, that she had for many years owned and operated hair salons. She suggested to the Manager that perhaps Colleen is agitated from boredom and lack of activity and needs to be busier and have a ‘role to play’ just like she did when she used to work. The support worker suggested that Colleen could be encouraged to assist the hairdresser who visited the facility regularly. Michelle, the hairdresser responded positively to this suggestion and even bought in an apron for Colleen to wear with clips and combs in the pockets. Twice a week Colleen now assists Michelle by sitting next to her and handing her clips as needed. She smiles a lot and interacts as best as she can with the residents having their hair done. Her levels of agitation has decreased dramatically and Colleen now seems happier and more content with her life.

How does your workplace identify a person’s history, relationships, interests, hobbies, needs wishes and preferences? As a support worker, how can you access this information?

What strategies are being used in your workplace to promote active participation?

What might stop a person from actively participating?
Your Role

Provide high quality care that is holistic and demonstrates you are working in a person-centred way. Ensure the person you support is at the centre of their own care regarding decisions and choices.

Respect individual values, beliefs, preferences and choices. You have a responsibility to listen to the person and hear what they are requesting. Also recognise that a person’s needs may change, which will impact the care and support you provide.

Optimise wellbeing by doing all you can do to carry out the wishes of the person you support. Communicate in a way that shows you genuinely care about the person.

Make sure you read and familiarise yourself with information about the person you are supporting. Use their care plan, personal profile or life story to guide you in the care you provide. Be accountable for what you do. Ensure notes you record are detailed, relevant and have meaning. A comment such as ‘Malcom has had a good day’ is not useful information and does not promote ‘person-centeredness’. Rather, record how Malcom is feeling, what he has done today, what he has enjoyed or not enjoyed and why. Think about what you are recording: is this information valuing and respectful and is it time relevant and useful to other staff?

Provide opportunities. Make sure you give a person range of opportunities to maintain or enhance their independence in day to day tasks or activities, without compromising their safety or wellbeing. Know your boundaries of responsibilities.

Take Time – Give Time. – Ensure the person you are supporting is receiving not just time but quality time and is being given time to complete tasks as a path to retaining independence. Get to know the person for whom you are caring well and give them time to be involved in their own care.

Include your team. Engage with people who are important to the person you support. Building a relationship will enhance the quality of care you provide.
Applying a person-centred approach

There are a range of strategies and tools being used to facilitate person-centred planning in health and social care settings. Some of these are more suitably designed for rest homes or dementia care facilities, whilst others are more effective in disability organisations. Strategies and tools can differ in the way information is collected and used. Some may focus on the day-to-day needs of a person while others may be tailored to address goals for the future. Key elements to all these strategies are the promotion of active participation of the person who is at the centre of the process and the involvement of family, whanau and others.

Some of the most recognised strategies or tools being used are MAPS, PATH, Personal Future Planning and Essential Lifestyle Planning.

If you are interested in reading more about these strategies visit the following websites:
www.familiesleadingplanning.co.uk
www.inclusivesolutions.com/person-centred-planning
www.familyservicetoronto.org
Think about your workplace setting and consider how a person-centred approach is supported. Some questions you might like to think about or discuss with others:

- Is there a model of person-centred care specified in the policies and procedures? Do the people you support have choices around meal times and where they have their meals? Do people have flexibility around being able to choose when they get up in the morning and when they go to bed?

- Are the care plans readily available to staff with information that is detailed and describes well the person’s life, past and present (life story, social history or personal profile). Are the person’s needs, wishes goals well documented? Are these reviewed regularly and updated?

- Are activities and outings reflective of what people really want to do? How do you know?

- Is there flexibility around staff breaks, so that people can be supported when required, rather than having to wait because of staff routines?

- Are families and friends made to feel welcome and invited to special occasions or events?

- Is there in-service training that focuses on increasing awareness around a person-centred approach?

- Is there a culture of care that reflects person-centred rather than task orientated?