



Gofal Cymdeithasol **Cymru**
Social Care **Wales**

Teitl Cymraeg

Uned 444 Cefnogi'r broses asesu a
chynllunio gofal a chymorth

Deiliant Dysgu 2

Cyfathrebu ag Oedolion

Assessment

Unit 444 Support the assessment and
care and support planning process

Learning Outcome 2

Communicating with Adults



Facilitator Notes

Welsh

Mae hyn hefyd yn berthnasol ac yn cynnwys oedolion sy'n ofalwyr anffurfiol.

English

This also applies to and includes adults who are informal carers.

This resource has been developed in partnership by the Social Services Practitioner (SSP) Consortium on behalf of Social Care Wales. The consortium is made up of the following partners:



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Sgiliau Astudio / Study Skills



Cyfeirnod / Referencing



Darllen / Reading



Ysgrifenu / Writing



Myfyrdod Beirniadol /
Critical Reflection



Cyfathrebiad /
Communication



Gwaith Grŵp / Group Work



Cyflwyniad / Presentation



Ymchwil / Research



Sgiliau rhyngpersonol /
Interpersonal Skills



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Sgiliau Astudio Cudd / Hidden Study Skills

Peidiwch ag anghofio bod amrywiaeth o sgiliau wedi'u gwreiddio, gan gynnwys...

Trefniadaeth

Cadw amser

Cynllunio

Cymryd nodyn

Cynllunio Traethawd

Gwrandawriad

Datrys problemau

Penderfyniadau

Cwestiynu

Siarad yn effeithiol

Cyfathrebu llafar

Efallai y bydd rhai o'r rhain yn rhan o'ch sgiliau rhyngpersonol hefyd.

Don't forget there are a range of skills embedded including...

Organisation

Time keeping

Planning

Note taking

Essay planning

Listening

Problem solving

Decision making

Questioning

Effective speaking

Verbal communication

Some of these may form part of your Interpersonal Skills too.



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Nod cyffredinol

- Deall pwysigrwydd cynnal asesiadau ystyrlon gydag unigolion, eu teuluoedd/gofalwyr am yr hyn sy'n bwysig iddynt am y cymorth sydd ei angen arnynt

Overall aim

- To understand the importance of undertaking meaningful assessments with individuals, their families/carers about what matters to them the support they need

Amcanion

- Gallu defnyddio dulliau cyfathrebu sy'n cefnogi unigolion
- Disgrifio rhai o'r rhwystrau i gyfathrebu a chyfranogiad yn y broses asesu

Objectives

- To be able to use methods of communication that support individuals
- To describe some of the barriers to communication and participation in the assessment process

Ffocws y ddarlith

Focus of the lecture

- Ystyried sut rydym yn cynnal asesiadau ar hyn o bryd
 - Sut rydym yn paratoi ar gyfer asesiad a sut rydym yn helpu oedolion i ddeall y broses
 - Cyfathrebu a rhwystrau i gyfathrebu
- To consider how we currently undertake assessments
 - How we prepare for an assessment and how we help adults to understand the process
 - Communication and barriers to communication

Facilitator Notes

Welsh

1- byddwn yn ystyried tri model asesu – gan edrych ar y modelau a awgrymwyd gan Beckett a Crawford.

2- Paratoi – arafu'r meddwl, bod yn glir ynghylch sut rydym yn paratoi ar gyfer y gwaith – er enghraifft mae'n rhaid i ni gynnwys barn a dymuniadau'r person(au) sydd â chyfrifoldeb rhiant.

Myfyrion ar theori datblygiad plant a sut y gall hyn ein helpu i baratoi ar gyfer sesiynau asesu gyda phlant.

Ymgorffori dull gweithredu seiliedig ar hawliau o gychwyn cyntaf y broses asesu.

3. gofynnwch i'r grŵp beth yw rhai o'r rhwystrau wrth siarad â phlant – Hwylusydd i gofnodi'r ymateb ar siart troi. Byddwn yn trafod hyn ymhellach yn ystod y ddarlith hon.

English

1- we will consider three models of assessment – looking at the models suggested by Beckett and Crawford.

2- Preparation – slowing out thinking down , being clear about how we prepare for the work- for example we must include the views and wishes of the person(s) with parental responsibility.

Reflecting on child development theory and how this can help us prepare for assessment sessions with children.

Embedding a rights based approach from the very start of the assessment process.

3. ask the group what are some of the barriers when talking with children – Facilitator to capture the response on flip chart. We will be discussing this further during this lecture.

**Astudio dan
gyfarwyddyd a pharatoi
o'r wythnos ddiwethaf.**

**Directed study and
preparation from last
week.**

Casglu adborth gan fyfyrwyr
a darparu taflenni gyda
gwybodaeth i gefnogi eu
gwaith

Gather feedback from
students

How can theory help us to
understand a person's
situation?



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Asesiadau

Efallai mai asesu yw'r cyfle cyntaf i feithrin perthynas â'r unigolyn a'i ofalwyr.

Gall profiad da wneud i unigolion deimlo'n bositif am dderbyn cymorth a'u hagwedd atoch chi a'r asiantaeth.

Mae'n gyfle i gefnogi/gweithio gyda'r unigolyn mewn partneriaeth a chael dealltwriaeth ddyfnach o'u sefyllfa ac i feddwl am yr hyn sydd angen digwydd.

Assessments

Assessment may be the first opportunity to build a relationship with the individual and their carers.

A good experience can make individuals feel positive about receiving help and their attitude to you and the agency.

It is the opportunity to support /work with the individual in partnership and gain a deeper understanding of their situation and to think about what needs to happen.



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Ymarfer unigol

- Sut ydych chi'n paratoi ar gyfer asesiadau o fewn eich asiantaeth?
- Pa fframweithiau asesu ydych chi'n eu defnyddio?
- Sut ydych chi'n esbonio ac yn cael caniatâd gan yr unigolyn?
- Cyfrinachedd

Individual exercise

- How do you prepare for assessments within your agency?
- What assessment frameworks do you use?
- How do you explain and gain consent from the individual?
- Confidentiality

Facilitator Notes

Welsh

Gofynnwch i'r myfyrwyr feddwl am yr holl gamau maen nhw'n eu cymryd – er enghraifft, wrth dderbyn y wybodaeth, ydyn nhw'n ffurfio rhagdybiaeth – sut maen nhw'n profi neu'n gwrthbrofi eu barn?

Sut maen nhw'n ystyried gwahanol anghenion cyfathrebu - Cynnig Rhagweithiol

Pa ddeddfwriaeth sydd angen iddynt ei hystyried – Deddf Diogelu Data 2018

Rhowch 3 munud i unigolion ysgrifennu beth maen nhw'n ei wneud

5 munud i'w rannu gyda'r person nesaf atynt (os ar-lein eu rhoi mewn parau). ac yna dod yn ôl at y prif grŵp am 7 munud o adborth. Hyfforddwr i ysgrifennu ymatebion ar siart troi.

Mae paratoi yn allweddol – mae'n dangos consyrn am yr unigolyn ac yn ei helpu i deimlo ei fod yn cael ei werthfawrogi. **Camau:**

Casglu gwybodaeth berthnasol (systemau TG/pobl).

Dechrau ffurfio llun

cysylltu â gweithwyr proffesiynol eraill dan sylw (ystyried caniatâd)

ymchwilio i faterion a allai gael eu cyflwyno - e.e. trais domestig, camddefnyddio alcohol, defnyddio cyffuriau ac ati.

mae'r ail gwestiwn yn ymwneud â phum elfen y fframwaith asesu, y fframwaith asesu ar gyfer plant a'u teuluoedd ac ati

Polisiâu cyfrinachedd – beth yw paramedrau cyfrinachedd. Archwilio cyfrinachedd llwyr, rhannu gwybodaeth ag eraill ac ati - cysylltu â Deddf Diogelu Data 2018

English

Ask students to think of all the steps they take- for example on receiving the information do they form a hypothesis- how do they prove or disprove what they think?

How do they consider different communication needs- Active Offer

What legislation do they need to consider – Data Protection Act 2018

Give individuals 3 minutes to write down what they do

5 minutes to share with the person next to them (if online put into pairs). and then come back to the main group for 7 minutes feedback. Trainer to write responses on flip chart.

Preparation is key – it shows concern for the individual and helps them to feel valued. **Stages:**

Gather relevant information (IT systems/people).

Start to form a picture

contact other professionals involved (consider consent)

research issues that might be presented- e.g domestic violence, alcohol misuse, drug use etc.

the second question connects to the five elements of the assessment framework, assessment framework for children and their families etc

Confidentiality policies- what are the parameters of confidentiality . explore absolute confidentiality, sharing information with others etc- connect to Data Protection Act 2018

Paratoi

Mae paratoi effeithiol yn hanfodol. Mae'n dangos gofal a'n bod yn gwerthfawrogi ac yn parchu'r unigolyn

Tiwnio i mewn:

Sut brofiad yw hi i fod, ee plentyn pum mlwydd oed, person hŷn, person anabl neu berson ifanc?

Preparation

Effective preparation is vital. It shows concern and that we value and respect the individual

Tuning in:

What is it like to be, for e.g. a five year old child, an older person, a disabled person or an adolescent

Facilitator Notes

Welsh

Gofynnwch gwestiynau eraill er enghraifft: Beth allai'r person deimlo am yr asesiad – yn enwedig os oes pryderon statudol?

Beth ydych chi'n ei wybod am y person hwn?

Beth ydych chi'n ei wybod am unrhyw fater penodol cysylltiedig?

Sut ydych chi'n teimlo wrth i chi nesáu at yr asesiad hwn?

Taflen - cwestiynau i helpu unigolyn i feddwl trwy ei sefyllfa - yn gysylltiedig â'r canlyniadau llesiant.

Ystyried cyflyrau gofal iechyd, anabledd, dibyniaeth ar alcohol/cyffuriau

Sylwadau i'w hystyried

Mae paratoi'n golygu casglu gwybodaeth – gan bwy – adnabod pwy rydych chi angen siarad gydag a phryd

Mae'n golygu darganfod os yw'r person wedi cael eu hasesu o'r blaen a beth oedd y canlyniad

Mae'n golygu meddwl mewn ffordd agored a pharatoi rhai cwestiynau penagored e.e. dywedwch wrthyf am....; beth ydych chi eisiau ei gyflawni o hyn? Beth ydych chi'n wneud os nad ydi'r person yn cymryd rhan yn y sgwrs?

Oes yna unrhyw wybodaeth y mae angen i chi rannu gyda phobl yn y cam cynnar hwn?

Sicrhewch eich bod yn gallu cyfarwyddo pobl neu roi gwybodaeth o'r fath iddyn nhw pan fyddwch yn ymweld

Rheoli amser – paratoi ar gyfer ymweliad os yw'n digwydd wyneb-yn-wyneb – amser teithio a pharcio, peidio cynllunio ymweld arall yn syth rhag ofn i chi gael eich dal i fyny

Sut byddwch chi'n cymryd nodiadau o'r drafodaeth? Cynlluniwch pryd y byddwch chi'n cofnodi'r rhain – gwnewch yn siwr bod gennych amser wedi'i gynllunio yn eich calendr i wneud hyn

Ar nodyn penodol, a yw'r wybodaeth atgyfeirio yn rhoi unrhyw gliwiau am anghenion cyfathrebu? Os felly, ydych chi'n wybodus, medrus a gyda'r cyfarpar i fynd ymlaen gyda'r asesiad? Oes angen i chi ddarganfod unrhyw beth i'ch helpu? O ble a phwy?

Beth yw'r camau tebygol nesaf – byddwch yn barod i egluro'r rhain

Cydnabyddwch na ellir, ac o bosibl na ddylid, cwblhau asesiad mewn un ymweliad neu gyfarfod

Mae llawer mwy i'w gynnwys wrth baratoi, rwy'n credu ei fod yn allweddol i asesiadau

English

ask other questions for example: What might the person feel about the assessment – particularly if there are statutory concerns?

What do you know about this person?

What do you know about any related specific issue?

How are you feeling as you approach this assessment?

Handout- questions to help an individual think through their situation- connected to the wellbeing outcomes.

Consider health care conditions, disability , alcohol/drug dependency

Comments to be considered

Preparation is about gathering information - from who - identifying who you need to speak with and when

Its about finding out if the person has been assessed before and what that outcome was

Its about thinking in an open way and preparing some open ended questions e. g tell me about...; what do you want to achieve from this? What do you do if the person doesn't engage in the conversation?

Is there any information you need to share with people at this early stage?

Ensure you can direct people or provide them with such information when you visit

Time management - preparing for the visit if it to take place face to face - travel and parking time; not planning another visit straight after in case you get held up

How will you take notes of the discussions? Plan when you will record these - make sure you have time planned in your calendar to do this

On a specific note, does the referral information give any clues about communication needs? If so, are you knowledgeable, skilled and equipped to go ahead with the assessment? Do you need to find out anything to help you? Where from and who?

What are the likely next steps - have these ready to explain

Recognise that an assessment cannot and possibly should not be completed in one visit or meeting

There is much more to include in preparation I think as this is key to assessments be

Cod Ymarfer Proffesiynol - Adran 2

Rhaid i chi ymdrechu i sefydlu a chynnal ymddiriedaeth a hyder unigolion a gofalwyr

Mae hyn yn cynnwys

2.1 Cyfathrebu mewn ffordd briodol, agored, gywir a syml

Code of Professional Practice- Section 2

You must strive to establish and maintain the trust and confidence of individuals and carers

This includes

2.1 Communicating in an appropriate, open accurate and straightforward way

Consider the importance of gaining consent and storing data in accordance to GDPR.

Egwyddorion sy'n sail i'r broses asesu

Yn amlwg, mae
cyfathrebu â phobl
(Oedolion, Plant,
Gofalwyr) yn hanfodol i
ddeall yr unigolyn a
sefyllfa ei fywyd.

Llais, Dewis a Rheolaeth
Cynnig Rhagweithiol

Principles underpinning the assessment process

Clearly, communication
with people (Adults,
Children, Carers) is
essential in both
understanding the
individual and their life
situation.

Voice, Choice and
Control

Active Offer

Facilitator Notes

Welsh

Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014

English

Social Services and Wellbeing (Wales) Act 2014

[More than just words \(gov.wales\)](https://www.gov.uk/government/publications/more-than-just-words)

Ymarfer grŵp

- Grŵp A

- Grŵp B

Group exercise

- Group A

- Group B

Facilitator Notes

Welsh

ymarfer ar bwysigrwydd bod yn bresennol wrth gyfathrebu ag eraill. Mae hyn hefyd yn cysylltu â sut mae ymddygiad yn cael ei ddefnyddio fel ffurf o gyfathrebu

rhannwch y grŵp yn ddau grŵp A a B

os ydych yn defnyddio platfform rhithwir – rhowch y grwpiau yn ddau grŵp ac yna mew'n parau i barhau â'r ymarfer.

Gofynnwch i grŵp A adael yr ystafell tra byddwch chi'n siarad â Grŵp B.

Gofynnwch i Grŵp B feddwl am rywbeth maen nhw'n angerddol amdano – gall hyn fod yn unrhyw beth ond bydd angen iddyn nhw siarad am y pwnc am o leiaf ddau funud. Gallai fod yn hawliau dynol, eu teulu, eu hanifail anwes, ffrindiau, materion cymdeithasol ac ati.

Ewch i gyfarfod â Grŵp A y tu allan i'r ystafell gan wneud yn siŵr na all Grŵp B glywed yr hyn sy'n cael ei ddweud. Dywedwch wrth grŵp A bod angen iddynt wrando'n astud ar eu partner o Grŵp B, nodio, cynnal cyswllt llygaid, eistedd gyferbyn â nhw, adlewyrchu iaith eu corff, gallant ofyn cwestiynau – dangos gwir ddiddordeb yn yr hyn y maent yn ei ddweud ac ati. Ar ôl un munud byddaf yn gweiddi bod gennych funud ar ôl - rwyf am i chi fod mor ddi-ddiddordeb ag y gallwch fod, edrych ar eich ffôn, troi i ffwrdd, dylyfu gên, newid safle'r corff, dim cyswllt llygad ac ati.

ar ddiwedd dau funud casglwch adborth gan y ddau grŵp a chysylltu hyn â phwysigrwydd 'bod yn bresennol' wrth gyfathrebu ag eraill.

English

exercise on the importance of being present when communicating with others. This also connects to how behavior is used as a form of communication

split the group into two groups A & B

if using a virtual platform – put groups into two groups and then in pairs to continue with the exercise .

Ask group A to leave the room while you speak to Group B.

Ask Group B to think of something they are passionate about- this can be anything but they will need to talk about the subject for at least two minutes. it could be human rights, their family, their pet , friends , social issues etc.

Meet with Group A outside the room making sure Group B cannot hear what is being said. inform group A that they need to actively listen to their partner from Group B, nodding , maintaining eye contact, sit opposite them, mirror their body language, they can ask questions – show a real interest in what they are saying etc. After one minute I will shout out you have one minute left- I want you to be as disinterested as you can be, look at your phone, turn away, yawn, change body position, no eye contact etc.

at the end of two minutes gather feedback from both groups and connect this to the importance of 'being present ' when communicating with others.

Beth yw'r ffyrdd rydyn
ni'n cyfathrebu?

What are the ways we
communicate?

- Symbolaidd
- Di-eiriau
- Llafar
- Ysgrifenedig

- Symbolic
- Non verbal
- Verbal
- Written

Facilitator Notes

Welsh

hwylusydd - mae animeiddiadau ymlaen

Gofynnwch y cwestiwn i'r myfyrwyr a chofnodi'r ymatebion - yna symudwch i lawr y rhestr gan ofyn am enghreifftiau symbolaidd.

Yr amgylchedd ffisegol - gofod cartref/swyddfa.

Gwisg/golwg – rhy ffurfiol/rhy hamddenol

Prydlondeb a dibynadwyedd - bod ar amser, sychu'ch traed, ysgwyd llaw, gofyn caniatâd

English

facilitator- animations are on

Ask students the question and record responses- then move down the list asking for examples symbolic.

The physical environment - home /office space.

Dress/appearance – over formal/too casual

Punctuality and reliability- being on time, wiping your feet, shaking hands, asking permission

Sgiliau Cyfathrebu

- Yn eich grwpiau, gwnewch restr o'r holl sgiliau cyfathrebu rydych yn dibynnu arnynt wrth weithio gydag oedolion a'u cefnogi

Communication Skills

- In your groups, make a list of all the communication skills you rely on when working with and supporting adults

Enghreifftiau

Examples

Gwrando gweithredol

Gwrando ymatebol

Prydlondeb

Didwylledd

Herio

Gwrthdaro

Empathi

Active listening

Responsive listening

Immediacy

Genuineness

Challenging

Confronting

Empathy



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Cydnabod profiad bywyd

- Er mwyn cyfathrebu'n effeithiol mae angen i ni gydnabod effaith profiad bywyd (yr unigolion rydym yn gweithio gyda nhw a'n rhai ein hunain)
- Mae cydnabod hunaniaeth a'r ffactorau/profiadau cymdeithasol sydd wedi llunio person yn ein galluogi i ystyried sut y gallwn gyfathrebu'n effeithiol.

Recognising life experience

- In order to communicate effectively we need to acknowledge the impact of life experience (both the individuals we work with and our own)
- Acknowledging identity and the social factors/experiences that have shaped a person allows us to consider how we can communicate effectively.



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Why is it important to recognise our own experience/values and identity ?
Consider power imbalance and professional boundaries

Pontio a chyfnodau bywyd

- Gall deall pontio a chyfnodau bywyd ein helpu i ddeall pam mae unigolyn yn ymateb yn y ffordd y mae.
- Ar eich pen eich hun meddyliwch am enghraifft o'ch rôl bresennol lle mae cyfnod pontio yn ystod datblygiad y person wedi cael effaith arnynt heddiw.

Transitions and life stages

- Understanding transitions and life stages can help us understand why an individual is responding in the way that they are.
- On your own think of an example from your current role where a transition during the persons development has had an affect on them today.

Facilitator Notes

WELSH

hwylusydd – animeiddiadau yn eu lle

Wrth gyflwyno'r sleid hon, cysylltwch â'r fideo gofynnwyd i fyfyrwyr wyllo fel rhan o'u hastudiaeth dan gyfarwyddyd. Y pontio o fabandod/glasoed/oedolyn ifanc/oedolyn a sut y gall y rhain effeithio ar y ffordd y gallai unigolyn ymddwyn mewn sefyllfa.

Er enghraifft, plentyn nad oedd byth yn cael annibyniaeth a dewis - sut y gellir disgwyl iddo wneud dewisiadau fel oedolyn?

Mae oedolyn ifanc a oedd yn derbyn gofal gan yr awdurdod lleol tan ei fod yn 16 yn beichiogi yn 19 oed ac nid oes ganddi unrhyw gymorth teuluol i'w helpu.

Mae **cyfnodau pontio** yn brosesau o **newid** o fewn cwrs bywyd. Maent yn mynnu newid personol ac yn aml yn arwain at ailaddasu rôl.

Mae **cyfnodau pontio** yncyflwyno heriau ar gyfer **twf a datblygiad**. Mae gan bob cyfnod pontio y potensial i fod yn straen ac yn heriol, hyd yn oed y rhai y gallem gynllunio ar eu cyfer a'u croesawu.

Mae angen inni ystyried nid yn unig y **safbwyntiau negyddol** o straen a her ond hefyd y potensial ar gyfer **twf a datblygiad**.

Mae **modelau o weithio** megis y **dull seiliedig ar gryfderau** yn ein cynorthwyo ni i wneud hynny.

Yna gofynnwch i'r myfyrwyr feddwl am eu henghreifftiau eu hunain - gan gadw cyfrinachedd gofynnwch am ddau wirfoddolwr i rannu eu henghreifftiau.

Gall cyfnodau bywyd a thrawsnewidiadau hefyd ddigwydd pan yn oedolyn – cael anabledd e.e. anaf i'r pen neu'r asgwrn cefn, salwch neu gyflwr fel strôc, newidiadau iechyd meddwl ac ati

Newidiadau mewn gallu gwybyddol

Newidiadau pan yn oedolyn a digwyddiadau bywyd

English

When introducing this slide, connect to the video students were asked to watch as part of their directed study. The transitions from infant/adolescence/young adult/adult and how these can impact on the way an individual might behave in a situation.

For example, a child who was never allowed independence and choice - how can they be expected to make choices in adulthood?

A young adult who was looked after by the local authority until they were 16 becomes pregnant at the age of 19 and has no family support to help her.

Transitions are processes of **change** within the life course. They demand personal change and often result in role readjustment.

Transitions present challenges for **growth** and **development**. All transitions have the potential to be stressful and challenging, even those that we might plan for and welcome.

We need to consider not only the **negative perspectives** of stress and challenge but also the potential for **growth and development**.

Models of working such as the **strengths based approach** assist us in doing so.

Then ask students to think of their own examples- maintaining confidentiality ask for two volunteers to share their examples.

Transitions and life stages can also occur in adulthood - acquire a disability e.g. head or spinal injury, illness or condition such as a stroke, mental health changes etc

changes in cognitive ability

transitions in adulthood and life events

Llinell amser

- Tynnwch linell
- Plotiwch y cyfnodau pontio yr ydych wedi mynd drwyddynt
- Sefyllfaoedd/digwyddia dau sydd wedi dylanwadu / effeithio arnoch chi a'ch taith bywyd eich hun.
- Cofiwch yr amseroedd hapus

Timeline

- Draw a line
- Plot the transitions that you have gone through
- Situations/events which have influenced /impacted on you and your own life journey.
- Remember the happy times

Facilitator Notes

Welsh

ymarfer unigol -

5 munud i gwblhau'r llinell amser

gofyn y cwestiynau isod

5 munud o rannu gyda'r person nesaf atoch chi

10 munud o drafodaeth grŵp cyfan.

cwestiynau i gael myfyrwyr i feddwl am y profiad o wneud y gwaith hwn - ar ôl iddynt gwblhau'r dasg

Beth oedd y pethau gorau am gael yr amser i feddwl am eich profiadau?

Oedd yna sefyllfaoedd y gwnaethoch chi eu gadael allan oherwydd eu bod yn anodd/trist/heriol?

Beth oedd y peth mwyaf y gwnaethoch ei ddysgu o wneud yr ymarfer hwn amdanoch chi'ch hun?

Beth sydd angen i berson arall ei wybod am yr amseroedd hyn - beth fyddai angen i chi ei weld, clywed gan y person arall i roi'r hyder i chi rannu'r wybodaeth hon?

A oes unrhyw beth na fydddech yn ei rannu waeth beth?

English

individual exercise –

5 minutes to complete the timeline

ask questions below

6 minutes sharing with the person next to them

10 minutes whole group discussion.

questions to get students thinking about the experience of doing this work- after they have completed the task

What were the best things about having the time to think about your experiences?

Were there situations that you left out because they were difficult/sad/challenging?

What was your biggest learning from doing this exercise about you?

What is another person needed to know about these times- what would you need to see, hear from the other person to give you the confidence to share this information?

Is there anything that you would not share no matter what?

Offer a ddefnyddiwn i ddeall sefyllfa oedolyn

- Genogram (coeden deulu)
- Map eco
- Albwm Lluniau
- Stori (Dull Naratif)
- Geiriau a lluniau

Tools we use to understand an adult's situation

- Genogram (Family Tree)
- Eco map
- Photo Album
- Story (Narrative Approach)
- Words and pictures

Facilitator Notes

Welsh

a'u rhwydwaith sydd wedi'i gysylltu'n naturiol

Gofynnwch i'r myfyrwyr weiddi'r holl offer maen nhw'n eu defnyddio'n ymarferol – Hwylusydd i ysgrifennu ymatebion ar siart troi – gofynnwch i'r myfyrwyr esbonio unrhyw offer y mae pawb yn ansicr ohonyn nhw

unwaith y bydd y wybodaeth hon wedi'i chasglu, cyflwynwch linell amser

Rhowch wybod i'r myfyrwyr bod yr offeryn hwn hefyd yn cael ei ddefnyddio gyda phlant, mae'r ymarfer ar y sleid nesaf. Hwylusydd i ddangos sut mae llinell amser yn cael ei datblygu ar bapur siart troi.

Atgoffwch y myfyrwyr i fod yn garedig â'u hunain gan fod llawer ohonom yn cael profiadau gwahanol wrth dyfu i fyny, ni fyddant yn rhannu'r hyn y maent yn ei ychwanegu at eu llinell amser, byddant yn rhannu sut deimlad oedd hi.

English

and their naturally connected network

Ask students to shout out all the tools they use in practice – Facilitator to write responses on a flip chart – ask students to explain any tools everyone is unsure of once this information is gathered introduce timeline

Inform students that this tool is also used with children the exercise is on the next slide. Facilitator to demonstrate how a timeline is developed on flip chart paper. Remind students to be kind to themselves as many of us have different experiences growing up, they will not be sharing what they add to their timeline, they will be sharing how it felt.

Ymarfer unigol

Individual exercise

- Ar eich pen eich hun, ysgrifennwch sut rydych chi'n sicrhau bod yr oedolion rydych chi'n gweithio gyda nhw yn gallu cael llais, dewis a rheolaeth fel rhan o'r broses asesu a chynllunio gofal.
 - Beth yw'r rhwystrau i gyfathrebu ag unigolion
- On your own write down how you ensure that the adults you are working with are able to have a voice, choice and control as part of the assessment and care planning process.
 - What are the barriers to communicating with individuals

Facilitator Notes

[More than just words \(gov.wales\)](http://gov.wales)

[Mwy na Geiriau](#)

Welsh

Atgoffwch y myfyrwyr o egwyddorion Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014 – y sgwrs beth sy'n bwysig

Sgwrs Beth sy'n Bwysig - byddwn yn archwilio hyn ymhellach wrth ystyried sut y gallai profiadau blaenorol ac iaith gyntaf, er enghraifft, rwystro gallu cyfathrebu eu llais, dewis ac ati.

Gofynnwch i'r myfyrwyr weiddi pa ddarpariaeth sydd mewn lle ar gyfer siaradwyr Cymraeg.- Cynnig gweithredol - mae hyn yn gofyn i'r rhai sy'n cynnal yr asesiad gynnig yn hytrach nag aros i unigolyn ofyn.

English

Remind students of the principles of the Social Services and Wellbeing (Wales) Act 2014 – what matters conversation

What Matters Conversation we will be exploring this further when considering how previous experiences and first language for example might get in the way of being able to communicate their voice, choice etc.

Ask students to shout out what provision is in place for Welsh speakers.- Active offer – this requires those undertaking the assessment to offer as opposed to waiting for an individual to ask.

Rhwystrau i gyflawni canlyniadau llesiant.

- Tlodi
- Unigedd
- Unigrwydd
- Iaith
- Anabledd
- Dementia
- Iechyd meddwl
- Trais yn y cartref
- Colled a newid

Barriers to achieving well-being outcomes.

- Poverty
- Isolation
- Loneliness
- Language
- Disability
- Dementia
- Mental health
- Domestic violence
- Loss and change

Facilitator Notes

Welsh

hwylusydd - mae'r animeiddiadau ymlaen ar y sleid.

1: delio ag ymddygiad ymosodol – gofynnwch i'r myfyrwyr sut maen nhw wedi rheoli hyn yn y gorffennol – pa sgiliau cyfathrebu sydd wedi eu helpu nhw a'r unigolyn i weithio drwy'r sefyllfa.

ymdopi â phoen a thristwch: gofynnwch i'r grŵp a yw hyn erioed wedi effeithio ar eu gwaith – gan fyfyririo ar y sefyllfaoedd y mae'n rhaid i weithwyr ddelio â nhw o safbwynt yr unigolion sut mae poen a cholled eu sefyllfa wedi effeithio arnyn nhw a'u gallu i gysylltu â'r gwaith sydd angen ei wneud?

rheoli distawrwydd - eto gofynnwch i'r grŵp pam fod distawrwydd yn bwysig?
pa mor gyfforddus ydyn nhw gyda distawrwydd?

English

facilitator- slide has animations turned on.

1: dealing with aggressive behavior – ask students how they have managed this in the past- what communication skills helped them and the individual work through the situation.

coping with pain and sadness: ask group if this has ever impacted on their work- reflecting on the situations workers have to deal with

from the individuals perspective how has the pain and loss of their situation impacted on them and their ability to connect with the work that needs to be done?

managing silence- again ask the group why is silence important?

how comfortable are they with silence?

Rhwysrau i gyflawni canlyniadau llesiant.

- Tlodi
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- Colled a newid

Barriers to achieving wellbeing outcomes.

- Poverty
- Isolation
- Loneliness
- Language
- Disability
- Dementia
- Mental health
- Domestic violence
- Loss and change

Facilitator Notes

Welsh

Hwylusydd – mae'r sleid wedi'i hanimeiddio fel y gellir rhannu'r wybodaeth ar y sleid ar ôl i'r myfyrwyr roi eu hymatebion i'r cwestiwn isod. Nid yw hon yn rhestr hollgynhwysfawr a gobeithio y bydd hyn cael ei ddangos unwaith y bydd ymatebion y myfyrwyr wedi'u casglu.

Gofynnwch i'r myfyrwyr weiddi'r rhwysrau - beth all rwystro unigolion rhag cyflawni eu canlyniadau llesiant. Hwylusydd i gofnodi ymatebion ar siart troi

English

Facilitator – slide is animated so that the information on the slide can be shared after students have provided their responses to the question below. This is not an exhaustive list as hopefully will be demonstrated once the students responses have been gathered.

Ask students to shout out the barriers- what can get in the way of individuals achieving their wellbeing outcomes. Facilitator to record responses on flipchart

Colled a newid

- Trwy ein bywyd rydyn ni'n mynegi ein hunain trwy bethau sy'n rhoi ystyr i ni – gwrthrychau fel gemwaith, ffotograffau, hobiau, diddordebau, swyddi ac ati. Yr ymlyniadau hyn yw'r hyn y mae Marris (1986) yn cyfeirio ato fel ein byd tybiedig – pan fydd hyn dan fygythiad, yna mae ein hymdeimlad o ddiogelwch dan fygythiad.

Expressing Ourselves

- Through life we express ourselves through things that give us meaning – objects such as jewellery, photographs, hobbies, interests, jobs etc. These attachments are what Marris (1986) refers to as our assumptive world. – when this is threatened, then our sense of security is threatened.

Facilitator Notes

Welsh

Os byddwn yn colli gwrthrych neu berson, y cryfaf oedd yr ymlyniad oedd gennym at y gwrthrych neu'r person hwnnw, yna'r mwyaf o fygythiad i'n diogelwch neu hunaniaeth. Gall hyn fod yn fwy cymhleth os byddwn yn profi nifer o golledion dros gyfnod cymharol fyr.

Mae Marris yn awgrymu bod angen i fodau dynol ddal gafael ar bethau cyfarwydd fel ymateb naturiol i newid, hyd yn oed os yw'r newid hwnnw'n cael ei ddewis ac yn fuddiol. Mae deall yr agwedd hon ar golled a newid yn amhrisiadwy ar gyfer ymarfer gofal cymdeithasol effeithiol. Mae'n ein helpu i ddeall ac yna gweithio gyda phobl sy'n ymddangos yn anfodlon neu'n methu â gwneud newidiadau cadarnhaol yn barhaus – y fenyw mewn perthynas gamdriniol, y person sy'n cael trafferth delio â chaethiwed i gyffuriau neu alcohol, y person digartref sy'n methu â dod i gyfarfodydd am denantiaeth.

Mae deall yr agwedd hon ar golled neu newid yn amhrisiadwy ar gyfer ymarfer gwaith cymdeithasol effeithiol – mae'n ein helpu i ddeall ac yna gweithio gyda phobl sy'n ymddangos yn anfodlon neu'n methu â gwneud newidiadau cadarnhaol. (hy mae angen i ni ddeall byd tybiedig person - beth sy'n cyfrannu at ei synnwyr o'r hunan a safbwynt y byd ohono).

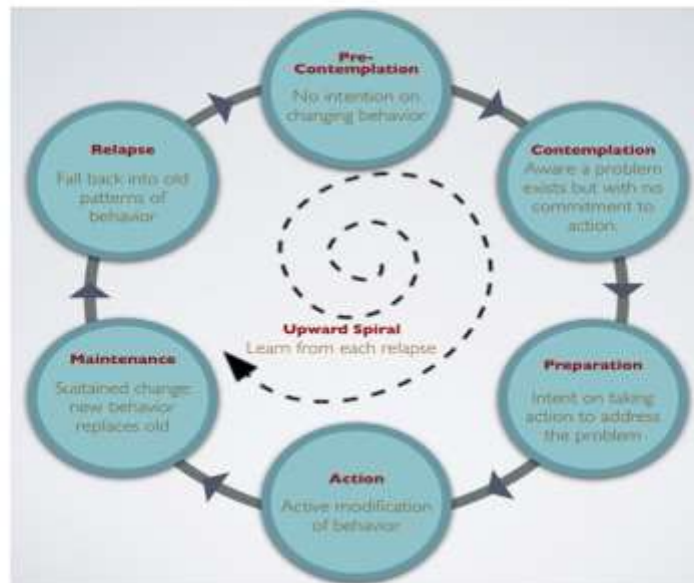
English

If we lose an object or a person the stronger the attachment we had to that object or person, then the greater threat to our security or identity. This can be further complicated if we experience a number of losses over a relatively short period of time.

Marris suggests that humans need to hold on to familiar things as a natural response to change, even if that change is chosen and is beneficial. Understanding this aspect of loss and change is invaluable for effective social care practice. It helps us understand and then work with people who seem to be persistently unwilling or unable to make positive changes – the woman in an abusive relationship, the person struggling to deal with drug or alcohol addiction, the homeless person who fails to appear at meetings re a tenancy.

Understanding this aspect of loss or change is invaluable for effective social work practice – it helps us to understand and then work with people who seem to be unwilling or unable to make positive changes. (i.e. we need to understand a person's assumptive world – what contributes to their sense of self and the world's view of them).

Cycle of Change Cylch Newid



Facilitator Notes

Welsh

Datblygodd James **Prochaska** a Carlo **Diclemente(1982)** fodel o newid.

English

James **Prochaska** and Carlo **Diclemente (1982)** developed a model of change.

Datblygodd James **Prochaska** a Carlo **Diclemente**(1982) fodel o newid.

James **Prochaska** and Carlo **Diclemente** (1982) developed a model of change.

Theory about understanding peoples readiness to make change. Nobody changes by force, change occurs most sustainably when it is something which people genuinely desire.

Pre contemplation – ignorance is bliss. Workers skill here is about clarifying the decision to change is theirs, explaining the risks of not changing and offering encouragement.

Contemplation stage – ambivalent about making changes , reluctant to set a timescale for doing things differently. Workers support individuals to consider the costs and benefits of their current situation and a scenario where things were different.

Preparation – ‘testing the waters’ worker should look at problem solving to support person to move past barriers they feel exist. Identify support resources to move forward.

Encouragement – everyone has skills to make changes if they want to.

Action – worker should focus on support available to person and encourage person to note success. Feelings of loss may be apparent for the person in moving away from their old way of living so the benefits of the new situation should continue to be encouraged.

Maintenance

Relapse – worker should reassess motivation and the barriers they face. Evaluate the reasons for relapse and promote strategies for the person to continue with change.

New years resolution!

Motivational interviewing

Deall ymatebion a rhyngweithiadau

- Deall ymddygiad - y strategaethau y mae unigolion wedi'u datblygu ac wedi dibynnu arnynt i oroesi

Understanding reactions and interactions

- Understanding behaviour- the strategies individuals have developed and relied on to survive

Facilitator Notes

Welsh

Yn wahanol i sgysiau achlysurol, maes y gweithiwr gofal cymdeithasol yw amgylchedd lle mae'n ofynnol i'r unigolyn gael cipolwg ar ei ymddygiad a sut mae'n delio â (prosesu) phroblemau/sefyllfaoedd. Gall hyn gynnwys manylion sensitif/personol.

Felly mae'n rhan o'ch tasg i greu amgylchedd lle mae'r unigolyn yn teimlo'n ddiogel o ran cael trafodaethau agored a gonest. (ydyn ni bob amser yn agored ac yn onest?)

Archwiliwch a ydym bob amser yn agored ac yn onest am ein bywyd ein hunain - ailgysylltwch â'r llinellau amser a gofyn i fyfyrwyr fyfyrrio ar yr heriau o rannu gwybodaeth bersonol.

English

Unlike casual conversations the realm of the social care worker is an environment where the individual is required to gain an insight into their behaviour and how they deal with (process) problems/situations. This may involve sensitive/personal details.

Therefore it is part of your task to create an environment where the individual feels secure in terms of having open and honest discussions. (are we always open and honest?)

Explore whether we are always open and honest about our own life- reconnect to the timelines and ask students to reflect on the challenges of sharing personal information.

Pethau a all amharu

- Dymunolrwydd cymdeithasol
- Preifatrwydd
- Ofn canlyniadau
- Ein dull
- Amrywiaeth Ddiwylliannol

Things that can get in the way

- Social desirability
- Privacy
- Fear of consequences
- Our approach
- Cultural Diversity

Facilitator Notes

Welsh

Dymunolrwydd Cymdeithasol – tueddiad i ddweud neu wneud pethau a fydd yn gwneud i berson neu eu grŵp cyfeirio edrych yn dda – pryderon ynghylch cael eu barnu'n negyddol – amharodrwydd i ddatgelu credoau amhoblogaidd, arferion rhyfedd, chwaeth neu ddymuniadau anghyffredin.

Ymdeimlad o breifatrwydd – gall ymdeimlad y defnyddiwr o breifatrwydd ddylanwadu ar ymatebion sy'n ymwneud â materion sy'n wahanol i drafodaeth bob dydd – e.e. crefydd, materion ariannol, rhyw, materion cyfreithiol, swyddogaethau'r corff ac ati.

Ofn canlyniadau

Ein dull o ran sefyllfaoedd ac unigolion

dealltwriaeth o wahanol ddiwylliannau a risg o ragdybiaethau neu ragfarn anymwybodol.

English

Social Desirability – tendency to say or do things that will make a person or their reference group look good – concerns about being negatively judged – reluctance to disclose unpopular beliefs, odd habits, uncommon tastes or desires.

Sense of privacy – s/user sense of privacy may influence responses involving issues that depart from everyday discussion – e.g. religion, financial issues, sex, legal issues, bodily functions etc.

Fear of consequences

Our approach to situations and individuals

understanding of different cultures and risk of assumptions or unconscious bias.

Astudiaeth achos

Case study

Grŵp 1 –Simon

Group 1 –Simon

Grŵp 2 – Mrs Jones

Group 2 – Mrs Jones

Grŵp 3 – Mr Peters

Group 3 – Mr Peters

Facilitator Notes

https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fsocialcare.wales%2Fcms-assets%2Fdocuments%2Fhub-downloads%2FCase_Study_Simon.docx&w

Welsh

yn gyntaf ar eich pen eich hun pa ddulliau cyfathrebu fydddech chi'n eu defnyddio i adeiladu perthynas gyda'r unigolyn

Sut byddwch chi'n gwybod bod y dull hwn yn briodol?

Nad yw'n creu stigma nac yn atgyfnerthu canfyddiadau negyddol.
beth fydd angen i chi ei ystyried wrth rannu gwybodaeth ag eraill

3 munud ar eich pen eich hun - yna i mewn i grwpiau o 5 am 10 munud, yna rhoi adborth i'r grŵp cyfan

fel grwpiau i enwebu rhywun i roi adborth

English

Firstly on your own what communication methods would you use to build a relationship with the individual

How will you know that this method is appropriate?

That does not stigmatise or reinforce negative perceptions.

what will you need to consider when sharing information with others

3 minutes on your own – then into groups of 5 for 10 minutes , then feedback to the whole group

ask groups to nominate someone to feedback

Astudiaethau dan Gyfarwyddyd

- Cymhwyswch eich dysgu o heddiw ymlaen i unigolyn rydych chi'n ei gefnogi / gweithio gydag ef ar hyn o bryd.
- Gwyliwch y fideo wrth baratoi ar gyfer darlith yr wythnos nesaf - Cyfathrebu â Phlant 0-12 oed

Directed Study

- Apply your learning from today to an individual you are currently supporting /working with.
- Watch the video in preparation for next weeks lecture- Communicating with Children aged 0-12



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