

Porth Agored Graduate Certificate



CPEL - Consolidation Programme
Workshop 1

Expectations /Ground Rules for Workshops

Confidentiality

Respect

One person speaking at one time

Participation – please ensure you engage and focus.

Introduction

Workshop 1

- Introductions and setting the scene
- Task 1 part a requirement - links to practice as a critically reflective practitioner
- Reminder of theories and models of reflection
- The portfolio - Task 1 Part a) Developmental Review
- SCW learning outcomes for this task
- Emotional Intelligence
- Critically reflective writing.

Workshops Format

- **Workshop 1** – Task 1, part a - Developmental Review, Social Care Wales (SCW) Learning outcomes, Reflection and Critical Reflection.
- **Workshop 2** – Task 2 - Observation of practice, SCW learning outcomes; collaboratively working, Communication skills, Welsh context, Values and the Code of Professional Practice.
- **Workshop 3** - Task 3 - Safeguarding. Including, SCW learning outcomes; legislation, theories, analysis in assessment, collaborative working and professional decision making.
- **Workshop 4** – Task 4 - Safeguarding in an area that is not your main area of work. Task 1, Part b - Developmental Review, the marking criteria, submission information. 1 to 1 session with trainer for advice, support and guidance.

Catching Up

- **Mentors** - Have you met with your mentor yet? If not, please plan a meeting as soon as possible. If a mentor has not been identified for you yet, please let the coordinator for your area know
- **The Learning Agreement** - This should be completed and signed at the first mentoring session or as soon as possible
- **Registration** – Have you completed the Trinity registration process? Please check you have had confirmation you are registered and ensure you can access Moodle
- **Neurodiversity** - If you have any individual learning needs/neurodiversity's it is your responsibility to inform the university, your employer and the training department
- **Submission dates.**

Portfolio Requirements

See the handbook for further details



Confidentiality – please remember **do not** to use letters or made-up names when describing individuals or include any information within the portfolio that might make individuals identifiable. Refer to the people you work with by using **numbers only**. **Do not name local authority**.



Plagiarism –please note the portfolio will bring up a high plagiarism percentage when submitted this is recognized by the university



Make sure you fully answer the questions – check the marking criteria for further detail on what is expected



Keep to the word counts (10% leverage + or -).

Social Care Wales Learning Outcomes

The portfolio is based on meeting the 3 SCW learning outcomes:

Each task within the portfolio will ask you to meet different aspects of these outcomes in relation to each task (see appendix 4 of the handbook)

The learning outcomes:

1. Applying analysis in assessment to inform interventions
2. Working collaboratively with people in need of care and support, their carers and other professionals
3. Intervention and application of professional judgement in increasingly complex situations.

Task 1 – Developmental Review (Part a)



- Task 1 has two parts (a and b)
- Part a) is completed at the **beginning** of the programme
- You must state within this task that you have discussed your future professional development needs with your mentor and/or supervisor/line manager.
- Task 1 **must** incorporate the use of a model of reflection in **both** parts a and b.
- Task 1 part b) is completed at the **end** of the programme.

The Question - Task 1 Part a

Use a **reflective model** to **critically reflect** on your professional development since qualifying as a social worker.

Based on this and in discussion with your mentor/supervisor/line manager go on to **identify and justify** your future developmental needs over the **coming 12 months** under **each** of the 3 Social Care Wales (SCW) learning outcomes listed below.

Providing **at least one** developmental need for each of the learning outcome below:

1. Applying analysis in assessment to inform interventions.
2. Working collaboratively with people in need of care and support, their carers and other professionals.
3. Intervention and application of professional judgement in increasingly complex situations.
 - This task **must** make reference to how the **supervision, training, learning and research** has and will inform your practice.

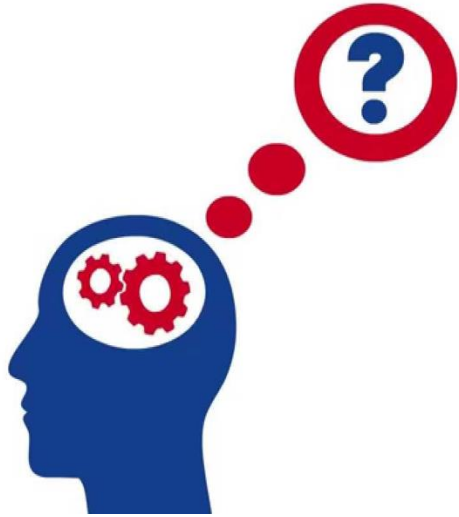
Reflection

Exercise 1

Why is reflective practice so important for social work?



Reflective Practice in Social Work



Critical Reflection is a key aspect of professionalism. It's a CPD activity which can optimise learning by:

- Improving accountability
- Supporting theorising – using theory in practice and drawing theory out of practice
- Improving practice – particularly collaborative practice
- Ensuring ethical decision making in complex practice
- Enhancing a practitioner's 'core' and their resilience.

Key Aspects of Critically Reflective Practice

Using a model/s of reflective practice help you structure to your work.

- Avoid being overly descriptive in your writing.
- Introduce which model of reflection you are using in and reference it correctly.
- Fully integrate the/a model of reflection throughout task 1 in both part a and b.
- Key aspects of practice to consider through critical reflection include; emotions and feelings, power and power dynamics, values and ethics, your level of knowledge and skills.

Learning Outcome for Task 1 Part a

1. Applying analysis in assessment to inform interventions

1.5. Be able to use critical reflection to evaluate own analysis in social work assessments

2. Working collaboratively with people in need of care and support, their carers and other professionals

2.3. Critically reflect on own collaborative working

3.2. Be able to manage your role as a social worker in increasingly complex situations

3. Intervention and application of professional judgement in increasingly complex situations

3.7. Be able to exercise professional accountability in increasingly complex situations.

SCW Learning Outcomes

- Each task require learners to meet the required SCW learning outcomes set for that task
- Learners need to answering all elements of the question and meeting the marking criteria.
- We will consider each learning outcome for task 1 part a and look at how they can meet these outcomes when writing up this task in the portfolio.



Emotional Intelligence



“A form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s own thinking and action”.

Involving:

- Perception of emotion
- Ability to reason using emotions
- Ability to understand emotions
- Ability to manage emotions

Salovey and Mayer, 1990



Exercise 2 – Emotional intelligence

- Why do you think it's important to recognise your emotions in relation to your work?
- It may be helpful here to relate this to an incident/case/experience you have been involved in where recognising your own emotions and their impact has been important.

Theory of Reflection

Donald Schön (1983) 'The Reflective Practitioner' provides a theory of reflection:

- Reflection in action
- Reflection on action

This was adapted by Killian and Todnem (1991) who added:

- Reflection for action

Remember Schön provides a theory of reflection not a model – it highlights the need to do it but not how to do it.

The Stages of Reflection

<https://youtu.be/KOldHp9fwmw?feature=shared>

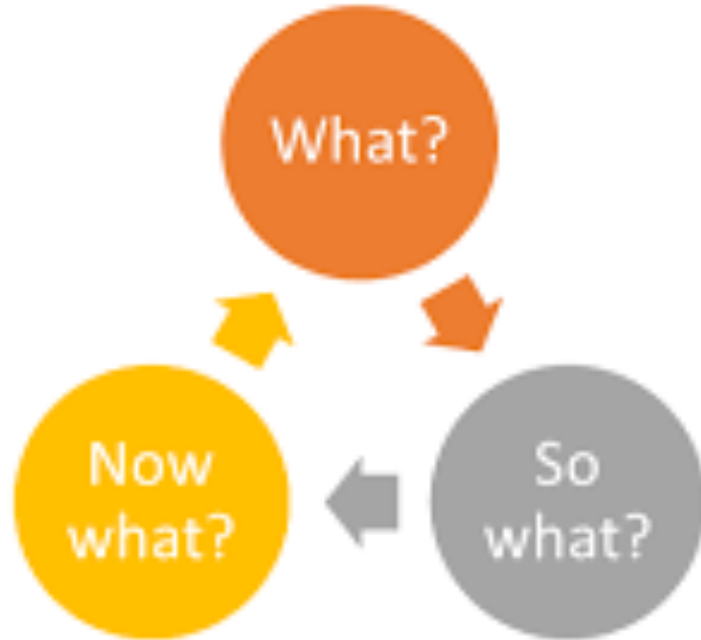
Camau Adlewyrchu

https://youtu.be/BSs_K2VEnDU?feature=shared



Borton's Model of Reflection

Borton's (1970) reflective framework



What?		Description of what has happened. 
So What?		Why is it significant? What do I understand better? 
Now What?		Insights gained. What are my future learning needs? AND/OR What would I do differently?

Based on: Borton 1970 and Driscoll 1994 (cited in Cottrell 2011 p.221).

Kolb provides a model of experiential adult learning easily adapts to a reflective model

Concrete Experience

What was the event?

Reflective Observation

What are your
personal thoughts and
feelings about the
experience?

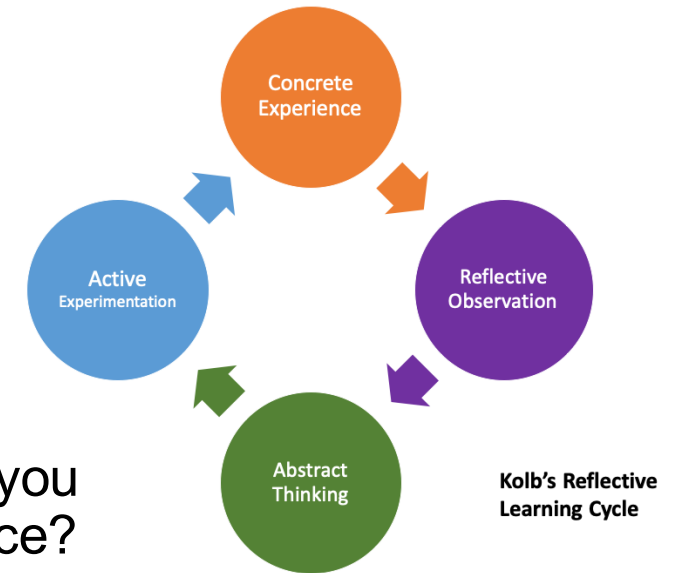
Abstract Conceptualisation

How can you draw on
previous experiences and on
your own knowledge to help you
make sense' of this experience?

Active Experimentation

If this event were to occur
again, what would you do
differently?

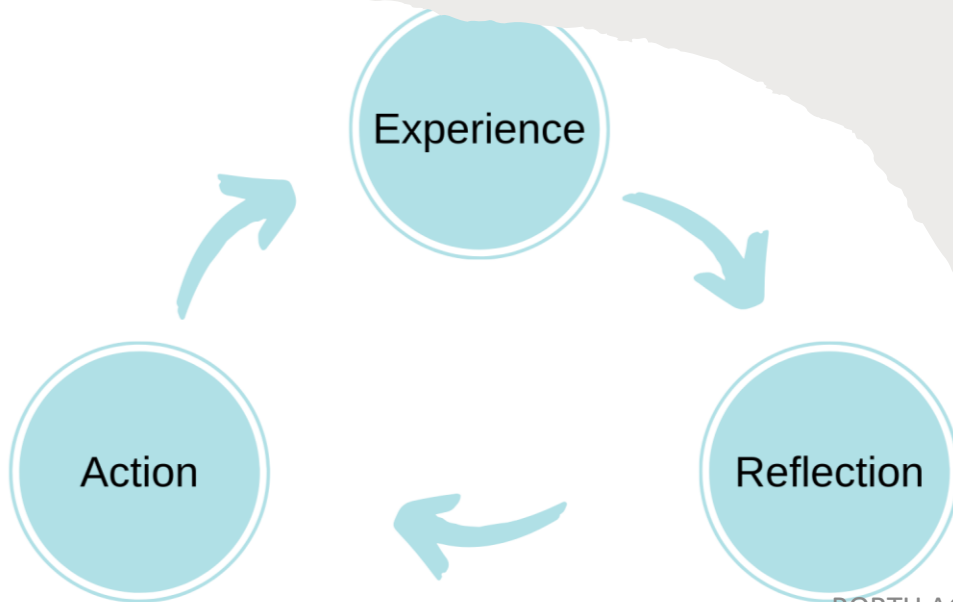
What additional knowledge
do you need to gain?



ERA Cycle of Reflection Jasper, (2013)

The three staged cycle contains :

- Experience
- Reflection
- Action



Start with the experience. This experience can be positive or negative or a mixture of both.

Reflect on what happened. This will allow you to think through the experience, examine thoughts and feelings about what happened and decide on the next steps.

Taking an action. What we do as a result of an experience will be different depending on the individual. This action will result in another experience and the cycle will continue.

Jasper, M. (2013). Beginning Reflective Practice. Andover: Cengage Learning.

Making a Start

In Task 1 part a) you could consider for instance:

- What has supported you to become a more confident, competent and resilient practitioner?
- Are there any barriers/obstacles to this?
- What areas of your future professional development do you think will be important for the people/families you work with and other professionals you work with?
- Identify and justify these future developmental needs under each of the 3 SCW learning outcomes of the programme.
- Consider how will you address these learning needs?
E.g., through training, learning, supervision, research etc.



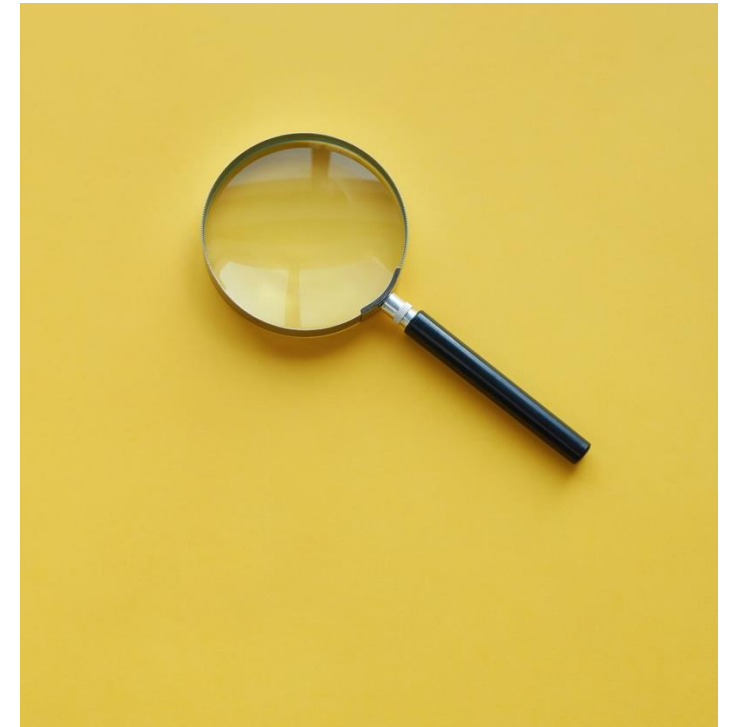
Terminology

Identify

- Usually asked for in the context of identifying key features or characteristics of something.
- Do not simply produce a list, you need to state the relevance and/or function of the thing/s you have identified. J

Justify

- Make a case by providing a body of evidence to support your ideas and points of view.
- To give a reasons for a position or argument.
- You need to provide supporting evidence and explanations of your position showing adequate grounds.



Learning Outcome 1

Task 1 Part a (and part b)

1. Applying analysis in assessment to inform interventions

Learning outcome

1.5. - Be able to use critical reflection to evaluate own analysis in social work assessments

More detail on the Assessment criteria can be found in the handbook appendix 4.



Analysis in Assessment

To carry out assessment that is accurate and empowering workers need to develop a range of skill including:

- Communication
- Negotiation
- Decision making.

Analysis in Assessment

Identifies areas for:

- Planning future work
- Making sense of the situation
- Building a picture of the what's happening
- Understanding the situation in relation to professional knowledge base
- Identifying motivation, strengths and resources
- Culture, ethnicity and religion on needs of service provision
- Concern, growth and change
- Facilitating information sharing
- Informing safeguarding decisions
- Allocation of services
- Establishing base line from which to measure progress
- Contributing to service management and development.

1. Applying analysis in assessment to inform interventions

EXERCICE 3

Question 1

In small groups;

- Use a reflective model of your choice to look back at what you have achieved to date under the learning outcome applying analysis in assessment to inform intervention
- Based on this identify and justify your future learning needs for the coming 12 months under this learning outcome
- **Consider:** learning supervision, training, research and how these have contributed to your professional development?
- You may find it helpful to record your answers in the workbook for future reference.



Learning Outcome 2

2. Working collaboratively with people in need of care and support, their carers and other professionals

Learning outcome

2.3. Critically reflect on own collaborative working

3.2. Be able to manage your role as a social worker in increasingly complex situations.

More detail on the Assessment criteria can be found in the handbook appendix 4.

Resilliance and Collabrative Working

Research into the professional development of newly qualified social workers identified two key factors that ensure social workers:

- Have an enhanced resilience to stress
- Foster their own and other's wellbeing
- Become “social workers who fly” after their first year in practice.

These key factors are:

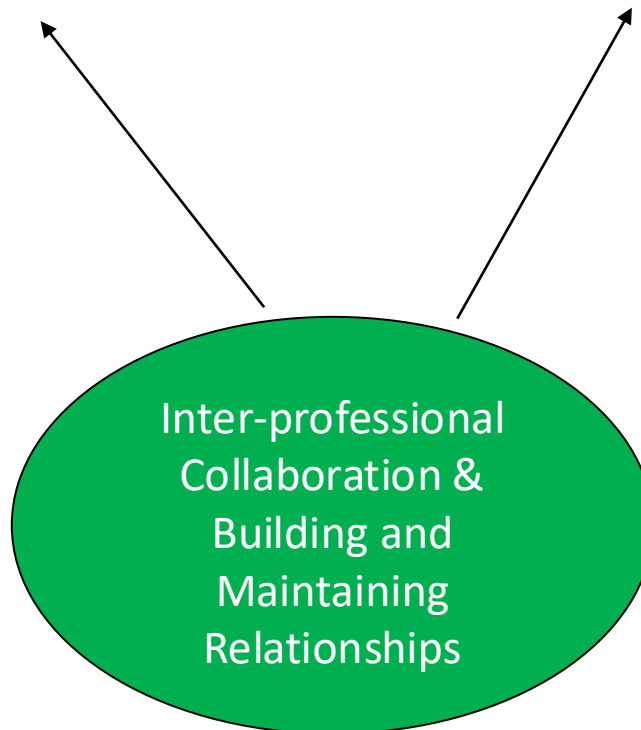
- Emotional Intelligence
- Reflection



Skills in Collaborative Working

Inter-Personal Skills
• Communication Skills (negotiating, listening, articulating, dealing with conflict).
• Skills to manage interpersonal relationships.
• Empathy
• Person-centred and holistic practice skills.
• Skills to demonstrate trust, respect and honesty.
• Value feedback from individuals/families/carers on our practice.

Personal Skills
• Self-Awareness
• Reflexivity
• Skills to practise with confidence
• Emotional awareness/intelligence
• Integrity
• Problem-solving skills.
• Critical thinking skills
• A sense of responsibility



2. Working collaboratively with people in need of care and support, their carers and other professionals

Exercise 3 - Question 2

In small groups:

Use a reflective model to:

- Look back at your experience so far of working collaboratively with individuals/families and/or carers as well as other professionals.
- Based on this identify and justify what your learning needs are under this learning outcome for the coming 12 months.
- **Consider:** learning supervision, training, research and how these have contributed to your professional development?



Learning Outcome 3

3 - Intervention and application of professional judgement in increasingly complex situations

Learning Outcomes

3.7. - Be able to exercise professional accountability in increasingly complex situations.

More detail on the Assessment criteria can be found in the handbook appendix 4.

Accountability and Professional Judgement

Learning outcomes - how to meet them:

- **Supervision** – Critically reflective on practice, accountability, support, professional development
- **Training** –coaching, training courses undertake and planned for the future
- **Research** – journals, sites, other sources? Current materials (last 5-10 years)
- **Learning** – shadowing, mentoring, working with more experienced practitioners, learning what other teams/agencies do.



Accountability and Professional Judgement

Mentoring

- Identify future professional development needs under the 3 SCW learning outcomes
- A place to reflect and explore
- Discuss task and set deadlines
- Plan observation and safeguarding task 3
- Build confidence and competence.



Supervision - Purpose and Functions

- Supervision is undertaken in order to ensure that we and the individuals we work with are protected
- Supervision should create a reflective space in which individuals can debrief; increase their understanding and develop the capacity and skill to explore and understand what is happening for individuals.





Supervision - Purpose and Functions

- Supervision ensures that practitioners maintain professional standards and good principles of professional practice and that work expected from the organization is interpreted through a professional lens and delivered by professional and competent workers (Payne, 1996).

3 - Professional judgement in increasingly complex situations

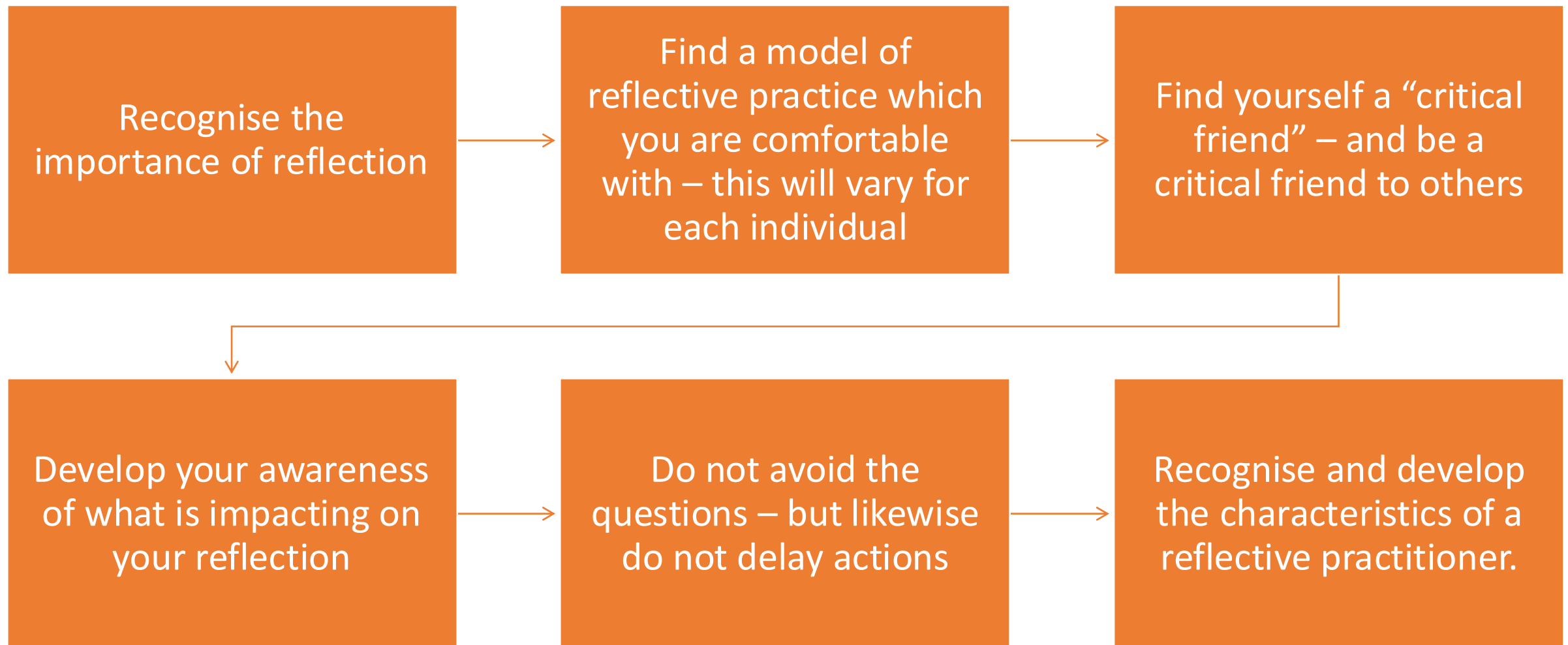
Exercise 3 - Question 3

Use a reflective model to:

- Look back at your experience so far of making professional judgements in increasingly complex situations
- Based on this identify and justify what your future learning needs are under this learning outcome for the coming 12 months under this learning outcome
- **Consider:** learning supervision, training, research and how these have contributed to your professional development?



Developing Reflection



Questions to Aid Critical Reflection

What does my account imply about:

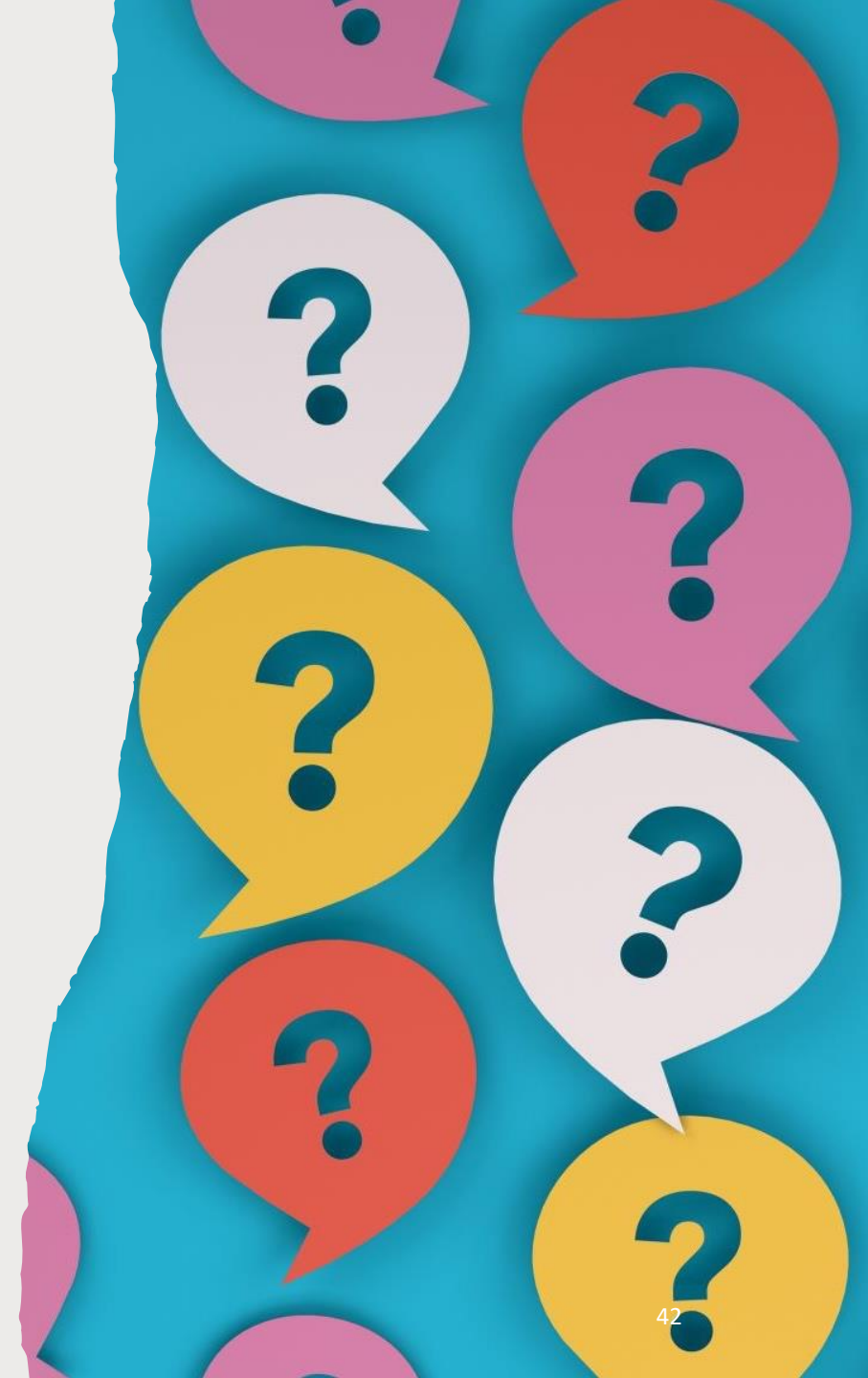
- My basic ideals or values
- My beliefs ideals or values
- My view of myself and other people
- What I believe about professionalism.



Questions to Aid Critical Reflection

Context:

- Risk, uncertainty, changeability, complexity
- Practice must deal with unpredictability
- Challenge to abstract theories which are inadequate for professional practice
- Challenges presented to social work values by economic considerations/resources etc
- Practice knowledge must be remade in relation to changing contexts.



Levels of Reflective Writing (Hatton and Smith 1995)

- **Descriptive**
- **Descriptive reflective:** description of events with some deeper consideration
- **Dialogic reflective:** steps back from the situation, explores own role and hypothesises about what could have been done differently. Analyses the situation making wider links and exploring different perspectives
- **Critically reflective:** as above but also shows consideration of socio-political context (particularly power).



Hints and Tips

- Start task 1 part a) as soon as possible as it is very difficult to write in retrospect
- Answer the question fully
- Integrate and reference a reflective model in part a (and b)
- Provide reference and link to evidence throughout the task
- Make sure you do not only focus on what you have done since qualifying until now, this should only be about 25% of the task, and 25% for each of the 3-learning outcome looking forward.
- Ensure you clearly refer to future areas of development under each of the 3 learning outcomes by identifying and justifying what these are and how you intend to meet them e.g., learning, training, supervision and research etc.





Preparation for Workshop 2

Please consider before hand with your mentor a suitable case you could use for the Task 2 Observation of Practice. Guidance can be found in the portfolio under task 2 and the handbook.

Evaluation

- The trainers will leave you for 5 minutes to do an evaluation of the day.
- Please could one of you take notes of the feedback from the group and pass on to the trainer (either type into the discussion/chat box if online or on a flip chart if face to face).

Thankyou.

What do you think worked well in the workshop/what did you find helpful today?

Was there anything you didn't think worked so well?

Do you have any suggestions of ways we could improve this workshops?